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ABSTRACT

This document is the second in a series of biannual surveys. It is a collection of project descriptions, each of which includes the following: (a) project title; (b) statement of whether the project is in progress or completed; (c) affiliated institute; (d) name of project and investigation leader; (e) personnel; (f) time schedule; (g) source of finance; (h) keywords, taken from the EUDISED Thesaurus or the Thesaurus of ERIC Descriptors; (i) background, aims, and problem; (j) scope; (k) methods; (l) main findings; and (m) bibliographic information. The projects are grouped under 13 broad subject categories: (a) early childhood education, (b) social studies, (c) handicapped, (d) languages and linguistics, (e) reading and communication skills, (f) physical education, (g) vocational education, (h) mathematics, (i) educational management, (j) adult education, (k) teacher education, (l) higher education, and (m) miscellaneous studies. (PB)

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3

INTRODUCTION

The present volume of the EDUCATIONAL RESEARCH IN SWEDEN is the second one in a serial of biannual surveys. It is the result of an international project, undertaken by member governments of the Council of Europe. The basis is a questionnaire, elaborated by the Council of Europe ad hoc Committee for Educational Research.

The volume has been prepared by the National Library for Psychology and Education in co-operation with the National Board of Education and the Swedish Council for Social Science Research. The collection of data was completed on September 1, 1974.

In many cases the findings of the projects are of a preliminary character and cannot be expected to provide definite conclusions for practical work in an education system. The research results usually have to be followed up through educational development work in order to be practically applicable.

The projects described in the survey are grouped into broad subject categories. (See Contents.)

The subject indexes are elaborated from the EUDISED Thesaurus.1) In those cases where the EUDISED Thesaurus did not have the adequate terms, the Thesaurus of ERIC Descriptors had to be used. Such terms are marked with an *). There is also an index of researchers as well as a list of institutes.

Mr. Olle Överby, the National Board of Education, is the editor.

Additional copies can be obtained as far as the supply admits, from

The National Library for Psychology and Education
P.O. Box 23099
S-104 35 Stockholm 23.

Elin Ekman
Librarian
The National Library for
Psychology and Education

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1) EUDISED. Multilingual Thesaurus for information processing in the field of education. First English ed. 1973. Prepared by Jean Viet. Mouton, Paris & The Hague 1974.
EUDISED. Thesaurus Multilingue pour le traitement de l'information en éducation. Première éd. française 1973. Préparée par Jean Viet. Mouton, La Haye & Paris 1974.

Early childhood education

PROJECT DESCRIPTION
Date
1974-08-23

1 Project title

The Socialization Process in Pre-school.

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research
Gothenburg School of Education

4 Project - and investigation leader

Gunni Kärrby

6.

5 Personnel

Number of researchers 4	Others

6 Time schedule

Starting date January 1972	Date of completion (est) June 1975

7 Source of finance

National Board of Education, Stockholm, Sweden. 195.000 Sw.cr.

8 Keywords

Pre-school education; Socialization; Social development; Social education; Nursery school; Social training

9 Background, aims and problem

Research on child rearing in the family has shown that most children are reared in an authoritarian way, e.g. the parents use forceful methods to teach the child obedience and adjustment of behavior.

A democrate society is built on the assumption that the individuals have insight into democrate decision making, which includes knowledge and understanding of one´s own and other people´s needs, attitudes and ways of reacting thereby increasing the ability to solve conflict situations in socially constructive ways.

Social and economic development in Sweden has given the pre-school an increased function as a complement to social and emotional family rearing.

The aim of the project is to develop and try out methods by which pre-school teachers can give 5-6 year old children such experiences that improves their ability to understand democratic social rules and to apply them in their own social environment.

10 Scope

In 1972-73 three different types of "teaching programs" were tried out in 6 pre-school groups of 18-20 children in each. In 1973-74 observations were made in 5 day care institutions and 2 part-time pre-schools.

O 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research
Gothenburg School of Education

4 Project - and investigation leader

Gunni Kärrby

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6A

SO 91-018-2 Maj 1974 G-tryck (f d SO L 229, 4, 1972)

11 Methods

Three types of program were tried out:

1) Instructions for games, activities and discussion themes which aimed at increasing the child´s insight into his own and other people´s motives, needs and reaction tendencies in which a combination of cognitive understanding and practical application was strived for.
2) Cooperative training in small groups in which the children got the experience of making common decisions, to share tasks and working toward a common goal. Doll play model situations were used for teacher-child discussions.
3) Conflict situations enacted in doll play in small groups of children. Motives and consequences of common social conflicts, such as teasing, rejection, aggression, sibling rivalry were discussed.

In all methods the child´s own initiative and creative participation was stressed.

12 Main findings

The pre-school teachers experienced the instructions as practically useful and in line with the general goal of Swedish pre-school education. Measurement of effect showed a general increase in cognitive insight into social relations. Attitude changes were not registered, however.

Observations of group cooperation showed that in 10 out of 18 groups cooperative activities had increased to a substantial amount.

Great variation was noticed between different teachers. Discussions and interviews with the teachers showed that the methods had been applied in different ways. This led to a different line of approach of the project work. An analysis was made of the teachers´ opportunities to influence the child´s social and emotional development by use of spontaneous situations in a conscious way. Observations of the daily activities in day care institutions and part-time pre-schools have been made in order to work out methods that emanate from the child´s "natural" activity and social situation. The goals and attitudes of the teacher has been investigated in group discussions and separate interviews.

13 Bibliographic information

G Kärrby, B Ekholm och E Gannerud-Menssén. Projektet Socialisationsprocessen i förskolan. Rapport nr 35, 1972. 46 p.

B Ekholm. Samarbetsträning i förskolan. Rapport nr 50, 1973. 47 p.

E Gannerud-Menssén och P Törner. Social insikt hos barn i förskolan. Rapport nr 51, 1973. 75 p.

M Svensson. Skapande dramatik i förskolan. Rapport nr 55, 1974. 59 p.

The reports are published by Department of Educational Research, Gothenburg School of Education, Fack, S-431 20 MÖLNDAL, Sweden

PROJECT DESCRIPTION
Date
1974-08-30

1 Project title

Special education in pre-school

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Gothenburg School of Education

4 Project - and investigation leader

Karl-Gustaf Stukát

8

5 Personnel

Number of researchers 3	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1978

7 Source of finance

The National Board of Education

8 Keywords

Special education, Pre-school, Early diagnosis, Compensatory education

9 Background, aims and problem

Early childhood is a period of rapid development and great receptivity of environmental influence. Lack of proper stimulation during the early years can lead to last defects but on the other hand is this a favourable time for preventive action. Although this is generally understood, the educational consequences have not yet been taken. Society´s efforts to help handicapped children are concentrated on school age. Special education in Sweden is a well developed and differentiated system of remedial action. But similar arrangements for pre-school children are largely lacking. Only for children with very serious handicaps exist organised educational-social-medical programmes reaching a small proportion of the children who need help. In many countries there has been great interest in recent years in "compensatory pre-school education", mainly directed to socio-culturally deprived children. For different reasons similar experiments have not been launched in Sweden, but the Pre-School Commission has discussed the problems of children with special needs and has proposed early identification of such children and recommended that special educational measures are taken for them. Early intervention is also in agreement with the trend towards a more flexible view of school-readiness problems.

10 Scope

8A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

Special education in pre-school

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Gothenburg School of Education

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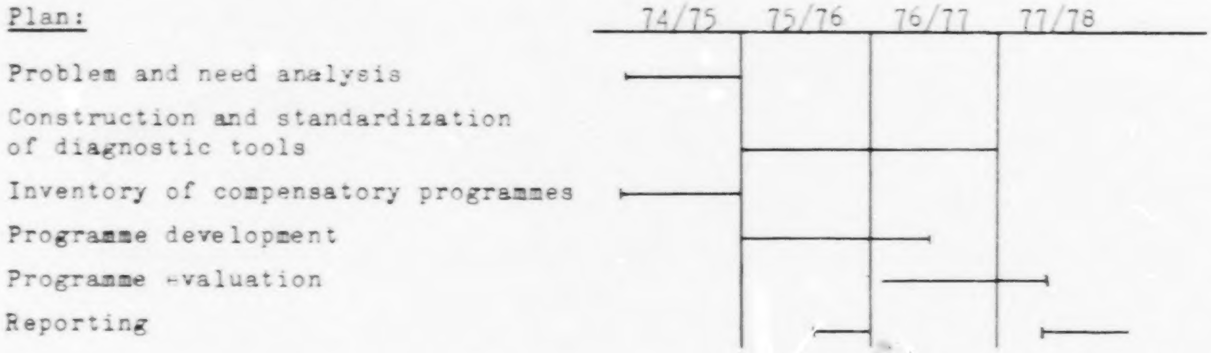
10 Scope

8A

11 Methods



The special handicap areas to be covered by the project will be determined after the problem and need analysis.

Aims

1) To develop diagnostic methods for early identification of handicaps
2) To design programmes for early preventive and remedial action.

12 Main findings

-

13 Bibliographic information

B Engvall - K Nilsson Kompensatoriska program i förskolan - en översikt och granskning

U Hansson - M A Häger Utprövning av Frostigs diagnos- och träningsmaterial på rörelsehindrade förskole- och skolbarn

M Arnold-Larsson - L Weirén Utprövning av Frostigmaterialets tillämpbarhet på utvecklingsstörda barn

E Olofsson - M Tärneberg Utvecklingsstörda barn i vanliga förskolegrupper

K-G Stukát Current trends in European Pre-school research with particular regard to compensatory education.

PROJECT DESCRIPTION

Date

1974-08-21

1 Project title

Investigation concerning the Effect of Individualized Reading and Writing Instruction at the Preschool Level

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Linköping School of Education,
Box 3129, S-580 03 Linköping, Sweden

4 Project - and investigation leader 10

Eve Malmquist

5 Personnel

Number of researchers 2	Others 6

6 Time schedule

Starting date 1969	Date of completion (est) 1976

7 Source of finance

The National Board of Education

8 Keywords

READING AND WRITING INSTRUCTION, PRESCHOOL, INDIVIDUALIZED INSTRUCTION

9 Background, aims and problem

Background: The Swedish debate concerning the establishment of a compulsory preschool or, alternatively, lowering of the age of compulsory school entrance from 7 to 6 years.

Aims: To study the effect of an individually adapted reading and writing instruction for six-year-old preschool children as compared to ordinary preschool work without reading or writing instruction. This effect is studied with regard to the development of the children's reading and writing skills up to the end of grade 3 of the comprehensive school. It is expected that the results of this study will contribute to the forming of a basis for decisions concerning instruction at the preschool level in the future.

10 Scope

In all, the study comprises about 550 children, 320 of whom are preschool children.

10A

SÖ 91-018-2 Maj 1974 G-tryck (T J SÖ 1 221, 1, 1972)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Linköping School of Education
Box 3129, S-580 03 Linköping, Sweden

4 Project - and investigation leader 10

Eve Malmquist

5 Personnel

Number of researchers 2	Others 6

6 Time schedule

Starting date 1969	Date of completion (est) 1976

7 Source of finance

The National Board of Education

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10A

SÖ 91-018-2 Maj 1971 C-tryck (f d SÖ 1 229, 4, 1972)

11 Methods

The experimental control group method is used in the study. Reading and writing instruction is given to 16 groups of 10 six-year-olds each (experimental group), recruited from four of the larger preschools in Linköping (a city with a little more than 100 000 inhabitants), while the corresponding number of six-year-olds in parallell groups at the same preschools (control group 1) are given no such instruction. The effect is evaluated through standardised reading and writing tests at the end of the preschool year and when the children have finished grades 1, 2 and 3 respectively of the comprehensive school. The instructional effect in the experimental group is also compared with the results of regular beginners' instruction in grade 1 of the comprehensive school, by means of the same tests administered to 8 classes in grade 1 (control group 2). The reading and writing instruction in the experimental group is given by trained and experienced primary school teachers. The children are taught in groups of ten for one full hour a day, which is equivalent to 7 lessons per week. (This should be compared to the 11 lessons per week devoted to the subject Swedish in grade 1.) The Instruction is adapted to the individual abilities of the children and is progressing - especially during the first term - at a slower rate than is usual in the beginners' instruction in grade 1 of the comprehensive school.

12 Main findings

The experimental group and the control group 1 children were tested at the end of grade 1 (in 1973) and grade 2 (in 1974) of the comprehensive school. Preliminary analyses of the test data indicate that the children given reading instruction in the preschool (Experimental group) surpass the control children at the corresponding intelligence level in terms of reading ability. It is particularly noteworthy that the proportion of very poor readers at the end of grade 1 is smaller among these children who received reading instruction in the preschool than it should normally be expected to be after one year of schooling. The proportion of children judged to be needing remedial treatment (reading clinic etc.) is also clearly smaller in the experimental group than in the control group.

Practically all parents of the experimental group children had a very positive attitude towards the reading and writing instruction given at the preschool level.

13 Bibliographic information

PROJECT DESCRIPTION
Date
30.8.1974

1 Project title

Longitudinal Studies of Child Development in an Urban Community.

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Lund, Fack.
S-220 07 Lund 7

4 Project - and investigation leader 12

Professor Ingvar Johannesson

5 Personnel

Number of researchers 0.5	Others -

6 Time schedule

Starting date 1963	Date of completion (est) 1979

7 Source of finance

The Magnus Bergvalls Foundation, The Nathorst Foundation

8 Keywords

DEVELOPMENT, LONGITUDINAL, ADJUSTMENT, INTELLIGENCE

9 Background, aims and problem

At the Department of Pediatrics at the Karolinska Hospital a number of children have been studied from medical and psychological points of view, from birth during the preschools years and all through the school years. These data are complemented by investigations from a pedagogical point of view, the children´s adjustment to the school environment, their school achievement and possible learning difficulties and adjustment problems.

10 Scope

212 children born in Solna, as well as all other children in these children´s clases.

O 91-018-2 Maj 1974 G-tryck (f d SO L 220, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Lund, Fack.
S-220 07 Lund 7

4 Project - and investigation leader 12

Professor Ingvar Johannesso

5 Personnel

Number of researchers 0.5	Others -

6 Time schedule

Starting date 1963	Date of completion (est) 1979

7 Source of finance

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12A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

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11 Methods

Individual tests: Intelligence tests and a number of projective tests: Machover, Sentence completion, Blacky Picture Test, Rorschach, Rosenzweig.

Grouptests: Reading test, Arithemetical test, Intelligence test, Achievement tests and Concentration test. Attitude schedules and ratings by peers. Ratings by teachers.

12 Main findings

The data collection is intended to be continued until the children reach the age of 20 years. Analysis of data from extreme groups have resulted in two licentiate-thesis.

Other problems are under study: "Mental development related to social factors" and "Social attractiveness related to pupils´ achievement and personality".

13 Bibliographic information

Agneta Brucefors: Intelligensutveckling och somatisk utveckling. (Lic.-thesis). 1969.
Elisabeth Chamberlin: Goda och dåliga läsare. (Lic.-thesis). 1970.

PROJECT DESCRIPTION

Date
September 2, 1974

BEST COPY AVAILABLE

1 Project title

Preschool Education Integrated with Primary School Education (Project FÖL)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S -200 45 Malmö 23

4 Project - and investigation leader

14

Fil. lic. Birgitta Gran

5 Personnel

Number of researchers 3	Others 1

6 Time schedule

Starting date 1970	Date of completion (est) 1977

7 Source of finance

National Board of Education

8 Keywords

Pre-school education, primary education, team teaching, early learning, teaching aids, integrated curriculum, heterogeneous class, mixed age groups, non-graded, action research

9 Background, aims and problem

Primary education and preschool education have much in common. There are however essential differences. Differences in methods and curriculum in preschool and primary education, respectively, may result in difficulties for children and teachers when the children pass from one stage to another. There is a need for continuity at this transition but also for activities and stimuli adjusted to the child's level of maturity and development. There is also a need for remedial resources for children with difficulties and handicaps.

Project area I: Developing methods and material providing the preschool with a partly new, integrated curriculum.

Project area II: Organizational collaboration between preschool and grade 1, primary school, in order to develop and examine different forms of collaboration encompassing teachers and children.

Project area III: A social-psychological study concerning children with special needs of stimuli and remedial resources.

10 Scope

Project area II:	number of teachers	number of children
grade 1	25	620
preschool	26	340 (6-year-olds)

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S - 200 45 Malmö 23

4 Project - and investigation leader 14

Fil.lic. Birgitta Gran

5 Personnel

Number of researchers 3	Others 1

6 Time schedule

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

Project area I: Descriptions of different educational situations for preschool children, especially for 5-6-year-olds, have been worked out by the project. This work started in spring 1971. Evaluations and revisions were made in 1972/73 and 1973/74. The descriptions have finally been edited and put together in the book "Växa i förskolan - uppslag för utveckling", published by the Utbildningsförlaget in Stockholm in July 1974.
The evaluation comprises teachers' assessments, teacher questionnaires and pupil tests.
Project area II: Different forms of collaboration between preschool and grade 1, primary school, have been developed and tried out. The range and activities of the collaboration have varied, dependning on, for example, the distances between the buildings, the teachers' planning and the structure of the groups of children.
The evaluation comprises diaries, questionnaires and assessments from the teachers; tests and interviews with the children; frequent discussions with the teachers.
Project area III: The collection of data for project areas I and II will be used partly for analysis of different groups of children in the experimental population. At present a special study is planned.

12 Main findings

Project area I: The book "Växa i förskolan - uppslag för utveckling" is intended to be a teacher aid to be used by all persons working among preschoolchildren, especially 5-6-year-olds, and among children starting the compulsory school. The book is also intended to provide a concrete basis for the collaboration between preschool and primary school providing material for planning and information.
The results from the teacher assessments and questionnaire answers indicate that the new preschool curriculum is a valuable aid for the preschool teacher. It has been a fruitful contribution to the stimulation of the children and has benefitted the development of the children. According to the teachers, they now work more in small groups or individually. Both the children and the teachers have initiated activities to the same extent.
Project area II: During the last school year (1973/74) the collaboration resulted in many different models. Each model is decided by factors such as the distance between buildings, the scheduled timetable, the number of pupils and the teachers' planning.
An inventory has been made of different activities carried out as part of the collaboration.

13 Bibliographic information

Cederholm-Jacobsson, U. FÖL-projektet prövar utökad samverkan förskola-lågstadium. Förskolan, Nr 3, 1973, s 17-22.

Gran, Birgitta. Olika former av samverkan mellan förskola och lågstadium. Reprint from Department of Educational and Psychological Research, (Malmö: School of Education), no. 128, 1973.

Gran, Birgitta (Red.) Växa i förskolan - uppslag för utveckling. Stockholm: National Board of Education and Utbildningsförlaget, 1974. 148 s.

Samverkan förskola-lågstadium. Sveriges Radios Utbildningsprogram, 1973, s 58-63.

Gran, Birgitta. Replies to the analysis guide prepared for che Council of Europe, 1973.

PROJECT DESCRIPTION
Date
1974-09-06

1 Project title

Children's development in ages around school-start

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Stockholm

4 Project - and investigation leader 16

Sven Bring

5 Personnel

Number of researchers 2	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1976

7 Source of finance

The National Board of Education

8 Keywords

Cooperation between nursery school and primary school

9 Background, aims and problem

The introduction of a general nursery school for 6 year old children have put in focus the interest of the relation between nursery and primary school. Important questions are: What are the relations between nursery and primary school when looking at goals and ways of working, is it possible to narrow the ways of working of the two types of schools, what kind of cooperation is possible and eligible, aiming at for instance making school-start smoother.

The aim is, through a number of sub-projects, partly to give a whole picture of the problem area, partly to formulate concrete suggestions for a continued development and research, education and further training for teachers in nursery and primary schools, and to find ways of cooperation between them.

10 Scope

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Stockholm

4 Project - and investigation leader 16

Sven Bring

5 Personnel

Number of researchers 2	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1976

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The National Board of Education

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10 Scope

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11 Methods

The project consists of five sub-projects: No. 1 tries to give a picture of ways of cooperation already existing. Method: A questionnaire is sent to all municipalities in the country.
No. 2 consists of analysis of research projects terminated and in progress, in the field of cooperation.
No. 3 is a longitudinal study of explorative character, aiming at describing a group of children and their development during the time of school-start. Methods: Observations and interviews.
No. 4 consists of analysis and synthesis of different theories of development, aiming at formulating practical conclusions for psychological and educational work with children in the ages of interest.
No. 5 aims at trying to show the attitudes of teachers in nursery and primary schools concerning their work and how they look at the relation between nursery and primary schools. Method: Interviews.
No. 6 Reporting and analysis of the earlier mentioned subprojects.

12 Main findings

13 Bibliographic information

17.

PROJECT DESCRIPTION

Date

1974-09-06

BEST COPY AVAILABLE

1 Project title

The Bäckby Project

2 ☒ in progress ☐ Completed

3 Institute

The Institute of Education, University of Stockholm

4 Project - and investigation leader 18

Bertil Sundin
Sven Bring

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1972	Date of completion (est) 1974

7 Source of finance

The National Board of Education

8 Keywords

Cooperation between nursery school and primary school

9 Background, aims and problem

In autumn 1971 an experiment with cooperation between nursery school and primary school started in Bäckby, a suburb of Västerås. The experiment aims at establishing better individualization and continuity in the children's passing from nursery school to primary school.
The project is concerned with following up and evaluation of this experiment.

10 Scope

Evaluation started spring 1972 and will be terminated autumn 1974.

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Stockholm

4 Project - and investigation leader 18

Bertil Sundin
Sven Bring

5 Personnel

Number of researchers 1

Others -

6 Time schedule

Starting date 1972

Date of completion (est) 1974

7 Source of finance

The National Board of Education

8 Keywords

Cooperation between nursery school and primary school

9 Background, aims and problem

In autumn 1971 an experiment with cooperation between nursery school and primary school started in Bäckby, a suburb of Västerås. The experiment aims at establishing better individualization and continuity in the children´s passing from nursery school to primary school.
The project is concerned with following up and evaluation of this experiment.

10 Scope

Evaluation started spring 1972 and will be terminated autumn 1974.

18A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Evaluation is done mainly through qualitative methods like continous observation and interviews. Some tests have also been used.

12 Main findings

Project work aims at determining the general applicability of the cooperation forms used in the Bäckby experiment.
Results will be presented in a final report during autumn 1974.

13 Bibliographic information

A preliminary report concerning the experiences of the first year's experimental work was published in february 1973, but is not available anymore.

PROJECT DESCRIPTION

Date
1974-09-02

1 Project title

Review of Scandinavian research concerning the upbringing conditions of preschool children.

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, Stockholm School of Education, Fack, 100 26 Stockholm 34

4 Project - and investigation leader 20

Inger William-Olsson

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1974	Date of completion (est) november 1974

7 Source of finance

National Board of Education and Board of Social Health and Welfare

8 Keywords

Preschoolchildren upbringing environment

9 Background, aims and problem

The project aims at an analysis of the research concerning the following areas: Upbringing in the family. Upbringing in the neighbourhood. Care for children outside their homes. Structured educational programs. Educational programs for children with handicaps or special needs. Cooperation between preschool and school.

10 Scope

About 200 research reports are reviewed.

20A

O 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

preschool children.

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, Stockholm School of Education,
Fack, 100 26 Stockholm 34

4 Project - and investigation leader 20

Inger William-Olsson

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1974	Date of completion (est) november 1974

7 Source of finance

National Board of Education and Board of Social Health and Welfare

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The project aims at an analysis of the research concerning the following areas: Upbringing in the family. Upbringing in the neighbourhood. Care for children outside their homes. Structured educational programs. Educational programs for children with handicaps or special needs. Cooperation between preschool and school.

10 Scope

About 200 research reports are reviewed.

20A

11 Methods

Review of research reports

12 Main findings

A report will be presented during the fall

13 Bibliographic information

The report (in swedish with a summary in english) can be required from Department of Educational Research, Stockholm School of Education

Social studies

PROJECT DESCRIPTION
Date
1974-08-30

1 Project title

Studies on school socialization - the SOS project

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Gothenburg

4 Project - and investigation leader

Bengt-Erik Andersson
Mats Ekholm

23

5 Personnel

Number of researchers 2.5	Others 0.5

6 Time schedule

Starting date 1971	Date of completion (est) 1977

7 Source of finance

The National Board of Education

8 Keywords

Social psychology (applied), school climate, student-teacher interaction, peer influence, student role, teacher role, moral development.

9 Background, aims and problem

The purpose of the Swedish comprehensive school is to stimulate the development of both knowledge and skills as well as social skills. The social development is in the curricula considered as important as the intellectual development. However, by tradition and training most teachers stress the intellectual side of the personality. They also feel it difficult to find methods to stimulate the social development. In schools today there also exist a lot of barriers that prevent an effective social training.

The purpose of the project is to develop and test methods based on social psychological and pedagogical theory and research which facilitate the attainment of these social goals. In order to do that we need methods that change both the teacher and the student role.
A special substudy is studying the role of school in sex role socialization (see special description by Wernersson).

10 Scope

From fall 1974 activities are carried out in school in four headmaster districts in Gothenburg. In addition some smaller studies in schools outside the Gothenburg area.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Gothenburg

4 Project - and investigation leader

Bengt-Erik Andersson
Mats Ekholm

23

5 Personnel

Number of researchers 2.5	Others 0.5

6 Time schedule

Starting date 1971	Date of completion (est) 1977

7 Source of finance

The National Board of Education

8 Keywords

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10 Scope

From fall 1974 activities are carried out in school in four headmaster districts in Gothenburg. In addition some smaller studies in schools outside the Gothenburg area.

23 A

11 Methods

The main activities are to find strategies for working through the teachers in the schools. It takes a great deal of work to stimulate them and together with them develop methods which give the students opportunity to take on responsibility, cooperate, show consideration, tolerance and judgment in the daily school life and give them opportunity to work up the experiences cognitively. Among others the following methods are used:
older students become tutors for younger ones
older students or older classes adopt younger ones and/or cooperate with them
cooperation between different teachers and subjects.

The methods aim to give the student more of an adult role, more of responsibility in school. To get the teachers to change their own role, we meet them regularly in groups and discuss their situation, give them some knowledge in social psychology and so on.

Members of the project spend a lot of time in the schools, stimulating the teachers and registrating the activities.

12 Main findings

Exist only from pilot studies yet.

13 Bibliographic information

10 reports and theses have been published, but all of them in Swedish.

PROJECT DESCRIPTION

Date

1974-08-30

1 Project title

Socialization of sex roles in school.
(Sub-project to the SOS project)

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, University of Göteborg

4 Project - and investigation leader 25

Inga Wernersson

5 Personnel

Number of researchers **1**	Others **Same as the SOS-project**

6 Time schedule

Starting date 1973	Date of completion (est) 1976

7 Source of finance

National Board of Education

8 Keywords

socialization, sex roles

9 Background, aims and problem

Background: The traditional patterns of sex differentiation have proved to be very stable. Education is often seen as an effective means for changing these patterns. Equal rights and oppotunities to education are not, per se, leading to significant change as long as vital parts of society are profiting from the sex differentiation (e g women as labour reservg the mobility of the nuclear family). Problem and aims: In this situation the school has been given the task to work actively for sex equality. The aim of the project is to study the conditions for and actual performance of this task. This aim is tripartite: 1. To study life at school from different aspects in order to understand the school's role in the forming of the pupils sex roles. 2. To relate the sex roles in the school to those of the surrounding society and analyze the relative importance of the school in the socialization of these roles. 3. To describe and analyze the historical development preseding the present positions taken concerning the school's role in the changing of sex roles.

10 Scope

An extensive study including 500 pupils in each of grades 4 and 7.
An intesive study including 2 classes in each of grades 1,4 and 7.

Socialization of sex roles in school.
(Sub-project to the SOS project)

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, University of Göteborg

4 Project - and investigation leader 25

Inga Wernersson

5 Personnel

Number of researchers 1

Others Same as the SOS-project

6 Time schedule

Starting date 1973

Date of completion (est) 1976

7 Source of finance

National Board of Education

8 Keywords

socialization, sex roles

9 Background, aims and problem

Background: The traditional patterns of sex differentiation have proved to be very stable. Education is often seen as an effective means for changing these patterns. Equal rights and oppotunities to education are not, per se, leading to significant change as long as vital parts of society are profiting from the sex differentiation (e g women as labour reserve the mobility of the nuclear family).
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10 Scope

An extensive study including 500 pupils in each of grades 4 and 7.
An intesive study including 2 classes in each of grades 1,4 and 7.

SÖ 91-918-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods:

Studies of litterature, surveys, interviews, content analysis and observations

12 Main findings:

13 Bibliographic information

Wernersson, Inga: Socialisation och skola. Några teoretiska utgångspunkter.
(Socialization and school. Some theoretical points of reference.)
Rapport från Pedagogiska institutionen, Göteborgs universitet,
SOS-projektet nr 3, 1972
57 p

26.

PROJECT DESCRIPTION

Date
1974-08-30

1 Project title

Development and home environment. A longitudinal study of the interaction between adjustment and development of children and their environment.

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Gothenburg

4 Project - and investigation leader 27

Inga Andersson

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1962	Date of completion (est) 1975/76

7 Source of finance

The Social Science Research Council

8 Keywords

Home environment, cognitive development, social development, longitudinal upbringing.

9 Background, aims and problem

The project is a longitudinal study of the influence of the home environment on children's adjustment and development. The children were tested as infants with the Griffith Baby Scale. In a follow-up at the age of four, their cognitive, verbal and social development were studied, together with different aspects of their home environments. The children are now about twelve years old and a new follow-up is being performed. The aim of this is to study how different variables in the children's home environment are related to different aspects of their development. The children are studied in the following variables: Cognitive development, verbal development, school achievements, self-esteem, adjustment to friends, to school, to home and their leisure time activities. The home environments are studied in the following variables: Family background, siblings, family harmony, up-bringing pattern and the parents' school interest.

10 Scope

The project includes three sub-studies performed when the children were infants, when they were at the age of four and at the age of twelve. The

D 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4. 1972) between adjustment and development of children and their environment.

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Gothenburg

4 Project - and investigation leader 27

Inga Andersson

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1962	Date of completion (est) 1975/76

7 Source of finance

The Social Science Research Council

8 Keywords

Home environment, cognitive development, social development, longitudinal upbringing.

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The project is a longitudinal study of the influence of the home environment on children's adjustment and development. The children were tested as infants with the Griffith Baby Scale. In a follow-up at the age of four, their cognitive, verbal and social development were studied, together with different aspects of their home environments. The children are now about twelve years old and a new follow-up is being performed. The aim of this is to study how different variables in the children's home environment are related to different aspects of their development. The children are studied in the following variables: Cognitive development, verbal development, school achievements, self-esteem, adjustment to friends, to school, to home and their leisure time activities. The home environments are studied in the following variables: Family background, siblings, family harmony, up-bringing pattern and the parents' school interest.

10 Scope

The project includes three sub-studies performed when the children were infants, when they were at the age of four and at the age of twelve. The group contains 262 children.

27A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Several methods have been used in this project:

Literature studies
Interviews with parents and teachers
Questionnaire for parents, teachers and children
Intelligence tests for children

Statistical analyses, regression and correlation analyses.

12 Main findings

The follow-up at the age of 12 has not yet been finished, so no results exist. The results from the previous studies can be summarized in the following way: The interaction between the child's environment and its development is very complicated. There is a mutual interaction between the child's performance in the tests and its environment, with influences in both direction. The results from the four years follow-up show that there is a direct connection between test performance and the different variables in the home environment. The size of the correlations varies depending on which test has been used, which variable in the environment has been measured and the age of the children. The environment variables with the highest relationships with the children's achievements were those describing the verbal athmosphere in the home.

13 Bibliographic information

Leissner-Andersson, Inga *Om hemmiljöns betydelse för barns intellektuella och sociala utveckling.* (On the importance of the home environment for children's intellectual and social development). Institute of Education, University of Gothenburg, 1968, 146 pp.

PROJECT DESCRIPTION
Date
1974-08-30

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1 Project title

Project YG - Youth in Göteborg

2 ☒ In progress ☐ Completed

3 Institute

Institute for Educational Research, University of Göteborg, Sweden

4 Project - and investigation leader 29

Bengt-Erik Andersson

5 Personnel

Number of researchers nobody employed	Others 0

6 Time schedule

Starting date 1963	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

Teenagers, adolescence, development, comparisons between school systems, attitudes, values, adolescent culture

9 Background, aims and problem

1. Youth psychological studies of attitudes among teenagers towards school, teachers, friends. Teenagers' selfevaluation, leisuretime activities, school achievements, status in the peer group and so on.
2. Studies of differences in the abovementioned variables between students belonging to a differentiated and an undifferentiated school system.
3. Studies of the importance och school and class climate for the development of different kinds of attitudes and values.
4. Studies of the social composition of the student group and its importance for schooladjustment, achievements and so on.

10 Scope

The project consists of a large number of substudies. In all about 12,000 adolescents , 14-16 years old, have been studied.

Project YG - Youth in Göteborg

2 ☒ In progress ☐ Completed

3 Institute

Institute for Educational Research, University of Göteborg, Sweden

4 Project - and investigation leader 29

Bengt-Erik Andersson

5 Personnel

Number of researchers nobody employed	Others 0

6 Time schedule

Starting date 1963	Date of completion (est) 1974

7 Source of finance

National Board of Education

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29A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

The main instrument is a questionnaire. In addition, intelligence and achivement tests have been used, as well as interviews and enquètes in some substudies.

12 Main findings

The amount of different results make it impossible to summarize them here. They are reported in

2 books
22 larger reports
29 smaller reports
several journal papers.

As a concequence of the project two other projects were started, The Stug-project and the SOS-project (see special descriptions).

13 Bibliographic information

In the following books complete lists of project reports are given:

Andersson, B-E: Studies in adolescent behavior. Stockholm: Almqvist & Wiksell, 1969. 400 pp.

Andersson, B-E:& Wallin, E: Tonåringarna och omvärlden /The teenagers and the world around them/ Stockholm: Almqvist & Wiksell, 1971. 218 pp.

Latest reports:

Andersson, B-E: Project YG (Youth in Göteborg) - A study of a group of Swedish urban adolescents. In Thomae & Endo (Eds) The adolescent and his environment. Contributions to human development. I. Basel: Karger, 1974, 24-37.

Lundqvist, G M: Hjälpklasselever i Göteborg 1958 1965 /Students in classes for slow learners in Göteborg 1958-1965/. Inst. of Educ. univ. of Göteborg, 1974. 110 pp + append.

Sjöstrand, Ch: Grundskolemiljö och tonåringars självvärdering /Climate in the comprehensive school and teenage students' self-evaluation/. Inst. of Educ. Univ. of Göteborg, 1974. 230 pp + append.

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PROJECT DESCRIPTION
Date
1974-08-30

1 Project title

The Stug-project (Studies of the generation gap)

2 ☒ In progress ☐ Completed

3 Institute

Institute for Educatioanl Research, Göteborg university, Sweden

4 Project - and investigation leader 31

Bengt-Erik Andersson

5 Personnel

Number of researchers 2,5	Others 1

6 Time schedule

Starting date 1970	Date of completion (est) 1976

7 Source of finance

The Bank of Seden Tercentenary Fund

8 Keywords

Generation gap, adult role, development, 20 years of age, conflict, values, attitudes

9 Background, aims and problem

The purpose is to study the existence or nonexistence of a generation gap and its contents and young people's (in their twenties) view on and adoption of the adult role.

The generation gap is described in a model including three dimensions:

1. actual differences
2. perceived differences
3. emotional reactions

A main hypothesis is that a positive psychological contact decreases the existence of at least perceived differences.

10 Scope

About 4500 young people, 20 years of age, previously studied in Project YG when 14 years old, have received a mail enquète 1971. A 12% sample of young people and mothers were seledted for interviews 1972. A 25% sample is followed up with another mail enquète 1974.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

Institute for Educatioanl Research, Göteborg university, Sweden

4 Project - and investigation leader 31

Bengt-Erik Andersson

5 Personnel

Number of researchers 2,5	Others 1

6 Time schedule

Starting date 1970	Date of completion (est) 1976

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11 Methods

Mail enquètes
Interviews
Questionnaires and scales distributed in connection with the interviews

Statistical analyses of different kinds including extensive analyses of the non-respondents.

32

12 Main findings

The results from the mail enquète 1971 have shown that a common generation gap - as the project has defined it - does not exist in the actual group of subjects. Only less than 10% of the respondents have relations to their parents implying an affective conflict situation.

The work continues with studies of the adult role and analyses are made of the interviews with the young people and their mothers. The results cannot be summarized shortly here.

Extensive analyses of the groups of nonrespondents have shown that they seem to affect the results to a less degree could be feared.

13 Bibliographic information

Up to now the project has published 28 reports, papers, and thesis.
Only some of those written in English will be given:

3. Andersson, B-E: Actual and perceived attitudes among adoelscents and adults towards each other. Rep.from Inst. of Educ. Univ. of Göteborg, No. 11, 1971.18pp
4. Andersson, B-E & Ekholm, M: The generation gap. Frame of reference and design of the Stug-project. Rep. from Inst. of Educ. Univ. of Göteborg, no. 13,1971.52pp
5. Andersson, B-E & Ekholm, M: Swedish Youth of to-day. Description of a research project about the generation gap. Rep. from Inst. of Educ. Univ. of Göteborg, no. 14, 1971.23 pp.
17. Andersson, B-E & Ekholm, M: The Stug-project (Studies of the generation gap). In Mönks, Hartup & deWit (Eds.) Determinants of behavioral development. New Yoirk & London: Academic Press, 1972, 635-639.
21. Andersson, B-E: The generation gap - imagination or reality? Rep. from Inst. of Educ. Univ. of Göteborg, no. 28, 1973. 19 pp.
24. Andersson, B-E: Misunderstandings between generations - a general phenomenan? Scand. J. educ. Res. 1973, 17, 1-10.

32A

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24. Andersson, B-E: Misunderstandings between generations - a general phenomenan? Scand. J. educ. Res. 1973, 17, 1-10.

PROJECT DESCRIPTION
Date
1974-08-26

BEST COPY AVAILABLE

1 Project title

Models for the adaptation to individual differences - project MID

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Gothenburg

4 Project - and investigation leader

Professor Kjell Härnqvist

33

5 Personnel

Number of researchers 1.5	Others .5

6 Time schedule

Starting date July 1971	Date of completion (est) December 1975

7 Source of finance

The National Board of Education

8 Keywords

Aptitude, teaching method

9 Background, aims and problem

The starting point of the project is that there exists no teaching method that is best for all pupils, which implies that interactions between aptitudes and treatments can be expected. Within the project the strategy of research labelled ATI-research (Aptitude-Treatment Interactions) is thus pursued.

The aim is to study such interactions for a choice of variables.

10 Scope

33A

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Gothenburg

4 Project - and investigation leader

Professor Kjell Härnqvist

33

5 Personnel

Number of researchers 1.5	Others .5

6 Time schedule

Starting date July 1971	Date of completion (est) December 1975

7 Source of finance

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The aim is to study such interactions for a choice of variables.

10 Scope

SÖ 91-018-2 Maj 1974 G-tryck (f J SÖ L 229. 4. 1972)

11 Methods

The research is carried out as reviews of the literature and own empirical research.

In the empirical research a combination of experimental and correlational techniques is used through the study of regression of learning scores on aptitudes within groups given different treatments. In the more detailed study of the interactions the old but little used Johnson-Neyman technique has been applied.

12 Main findings

Different combinations of variables have been studied within different series of experiments.

One group of variables that has been treated is verbal and figural ability and the corresponding teaching methods. Interactions have in one study been found with these variables, even though the interpretation of the interactions in the light of subsequent (not yet reported) replications seems problematic.

Another treatment variable that has been studied is the size of the task in connection with the learning of English vocabulary. Also here interactions have been found although these partly seem to be due to the experimental design.

Within the project the stability of ability profiles - a problem central for ATI-research - has also been studied, with the results indicating a relatively high degree of stability.

At a more general level can as one of the main results of the project be mentioned that the existence of interactions between aptitude and treatment seems well established which has profound implications for the research on teaching methods as well as for the differential psychology.

13 Bibliographic information

Gustafsson, J-E. Interaktion mellan individ- och undervisningsvariabler. Introduktion och litteraturgenomgång. Pedagogiska institutionen, Göteborgs universitet, rapport nr 63, 1971, 102 p.

Härnqvist, K. Canonical analyses of mental test profiles. Scandinavian Journal of Psychology, 1973, 14, 282-290.

Härnqvist, K. Individual differences in higher education: Selection or adaptation ? The Institute of Education, University of Gothenburg, No. 34, 1973, 15 p.

Gustafsson, J-E. Verbal versus figural in aptitude-treatment interactions. Review of the literature and an empirical study. The Institute of Education, University of Gothenburg, No. 36, 1974, 133 p.

Gustafsson, J-E. Interaktioner mellan individvariabler och listlängd vid glosinlärning. Pedagogiska institutionen, Göteborgs universitet, nr 116, 1974, 27 p.

Gustafsson, J-E. Implications of interactions for the experimental research on teaching methods. The Institute of Education, University of Gothenburg, No. 38, 1974, 15 p.

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Another treatment variable that has been studied is the size of the task in connection with the learning of English vocabulary. Also here interactions have been found although these partly seem to be due to the experimental design.

Within the project the stability of ability profiles - a problem central for ATI-research - has also been studied, with the results indicating a relatively high degree of stability.

At a more general level can as one of the main results of the project be mentioned that the existence of interactions between aptitude and treatment seems well established which has profound implications for the research on teaching methods as well as for the differential psychology.

13 Bibliographic information

Gustafsson, J-E. Interaktion mellan individ- och undervisningsvariabler. Introduktion och litteraturgenomgång. Pedagogiska institutionen, Göteborgs universitet, rapport nr 63, 1971, 102 p.

Härnqvist, K. Canonical analyses of mental test profiles. Scandinavian Journal of Psychology, 1973, 14, 282-290.

Härnqvist, K. Individual differences in higher education: Selection or adaptation ? The Institute of Education, University of Gothenburg, No. 34, 1973, 15 p.

Gustafsson, J-E. Verbal versus figural in aptitude-treatment interactions. Review of the literature and an empirical study. The Institute of Education, University of Gothenburg, No. 36, 1974, 133 p.

Gustafsson, J-E. Interaktioner mellan individvariabler och listlängd vid glosinlärning. Pedagogiska institutionen, Göteborgs universitet, nr 116, 1974, 27 p.

Gustafsson, J-E. Implications of interactions for the experimental research on teaching methods. The Institute of Education, University of Gothenburg, No. 38, 1974, 15 p.

PROJECT DESCRIPTION

Date

1974-09-17

1 Project title

General goals in school.

2 ☒ In progress ☐ Completed

3 Institute

Institute for Educational Research, Göteborg university

35

4 Project - and investigation leader

Gunilla Svingby

5 Personnel

Number of researchers 2	Others 0,5

6 Time schedule

Starting date 1972	Date of completion (est) 1976

7 Source of finance

National Board of Education

8 Keywords

Goal, general, aims, teacher training

9 Background, aims and problem

The starting-point for this project was the need to fulfill the intentions of the Swedish Läroplan to help the student in his personality development as well as in developing ordinary subject skills. Here we felt a need to describe the intentions more explicity and concretely. The mainproblem can be said to be how to rise the consciousness of teachers and others of the primary aims of schools, that is: an optimal development of all sides of the student in which the subject skills are one element. A second problem is: what kind of help do teachers need to make teaching correspond to this double aim?
The project tries to produce examples on this point for different levels and subjects.

10 Scope

2 ☒ In progress ☐ Completed

3 Institute

Institute for Educational Research, Göteborg university

35

4 Project - and investigation leader

Gunilla Svingby

5 Personnel

Number of researchers 2	Others 0,5

6 Time schedule

Starting date 1972	Date of completion (est) 1976

7 Source of finance

National Board of Education

8 Keywords

Goal, general, aims, teacher training

9 Background, aims and problem

The starting-point for this project was the need to fulfill the intentions of the Swedish Läroplan to help the student in his personality development as well as in developing ordinary subject skills. Here we felt a need to describe the intentions more explicity and concretely. The mainproblem can be said to be how to rise the consciousness of teachers and others of the primary aims of schools, that is: an optimal development of all sides of the student in which the subject skills are one element. A second problem is: what kind of help do teachers need to make teaching correspond to this double aim?
The project tries to produce examples on this point for different levels and subjects.

10 Scope

35A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

We are working on the one hand with theoretical analyses of litterature and of Läroplaner as well as with interviews and groupwork together with teachers to specify what is said in Läroplanen.

We are on the other hand working with teachers in circles to help them make their own decisions about what school in general and their own teaching in particular are for.

12 Main findings

The results of this project is hoped to be a material that can
1) be used when teachers and others try to rise their consciousness about teaching
2) be used by the teacher and his pupils when they try to arrange education so as to correspond to the above intentions
3) be of use to those who prepone textbooks.

13 Bibliographic information

36.

PROJECT DESCRIPTION

Date
1974-08-30

1 Project title

Social segregation in the comprehensive school

2 ☒ In progress ☐ Completed

3 Institute

Department of Sociology
Lund University, Fack, 220 05 Lund 5

4 Project - and investigation leader 37

Project leader: Göran Arnman
Investigation leader: Harald Swedner

5 Personnel

Number of researchers 6	Others 2

6 Time schedule

Starting date 1972	Date of completion (est) 1978

7 Source of finance

Skolöverstyrelsen

8 Keywords

Social, ethnic segregation

9 Background, aims and problem

As a result of some study trips to USA - where there is a marked school segregation and where those problems have been studied thouroughly - the idea of mapping the situation in Sweden arose. Such a mapping in Malmö in 1968 pointed out the existence of great differences in the social background of the pupils on the various schools. With this background we formulated a plan for a broader study intending not only to map the existing school segregation but also to study those mechanisms which have caused this and the consequences of it for the pupils. The results of this study will lead to propositions intending to reduce the probable negative consequences of the school segregation.

10 Scope

Social segregation in a historical perspective (in a preliminary version)
The situation of today (mapped)
Effect studies (started)

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of Sociology
Lund University, Fack, 220 05 Lund 5

4 Project - and investigation leader 37

Project leader: Göran Arnman
Investigation leader: Harald Swedner

5 Personnel

Number of researchers	Others
6	2

6 Time schedule

Starting date	Date of completion (est)
1972	1978

7 Source of finance

Skolöverstyrelsen

8 Keywords

Social, ethnic segregation

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10 Scope

Social segregation in a historical perspective (in a preliminary version)
The situation of today (mapped)
Effect studies (started)

37A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods:

Review of historical material and interviews with persons with historical knowledge.
Analysis of register data.
An interview investigation among persons employed at schools.

12 Main findings:

Mapping of the differences in the situation today.
A socioeconomic and demographic description of the cities studied.
A schools history of the cities studied.
The effects of moving between different residential areas on school segregation.

13 Bibliographic information

School Research Newsletter 1973:6. National Board of Education, Bureau L 3:1.

PROJECT DESCRIPTION

Date

1974-08-15

BEST COPY AVAILABLE

1 Project title

The School-class as a social system

2 ☒ In progress ☐ Completed

3 Institute

The Department of Sociology, University of Lund

4 Project - and investigation leader 39

Professor Joachim Israel
Research-assistant Staf Callewaert

5 Personnel

Number of researchers 1.5	Others -

6 Time schedule

Starting date 1972	Date of completion (est) 1975

7 Source of finance

The National Board of Education

8 Keywords

9 Background, aims and problem

The background is the problems concerning the internal school activities due to the latest Swedish school-reforms. The purpose is to describe and explain the contradictions and conflicts behind the actual problems with the internal school-work (through quality-analysis of the teaching process).

The project is a sociological micro-research intended to generating hypotheses forming a ground for limited experiments.

10 Scope

Primarily two classes at the upper level of the comprehensive school in one school (teachers, pupils and their parents), secondly all four classes of the same level and two classes in another school (the same level).

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Sociology, University of Lund

4 Project - and investigation leader 39

Professor Joachim Israel
Research-assistant Staf Callewaert

5 Personnel

Number of researchers 1.5	Others -

6 Time schedule

Starting date 1972	Date of completion (est) 1975

7 Source of finance

The National Board of Education

8 Keywords

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39A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

1. Interviews with two classes in grade 7 of the comprehensive school (1972). The interviews were made individually with the teachers and in group with the pupils (3 pupils in each group). The interviews were partially structured, tape-recorded and written in extenso (1 hour each). Collection and analysis of the material were reported in 1972.

2. Some fourty tape-recorded lessons on different subjects together with syncronized notes by two observers (notes primarily on non-verbal behaviour). Tape-recordings and notes were made during regular lessons in ordinary classroom settings in grade 8 of the comprehensive school with the already interviewed teachers and pupils. Data processing and analyses are now carried out. Some ten lessons are worked out (partly in the form of a drama). The main part of the work is the qualitative analysis of the (unconscious) process of socialization that can be traced to the mode of teaching and working in the class with the actual subject.

Continued below

40

12 Main findings

3. Structured interviews with the parents of pupuls in all six grades mainly intended to collect background data about the home and its connection with the choice of courses and subjects ("hidden streaming") and about their future educational and occupational choice.

4. Short structured interviews with the pupils before they left grade 9 (the last year of the comprehensive school).

5. Studies of the literature on the connection between school-reforms and the development and change of society in view of an international perspective.

13 Bibliographic information

All reports in Swedish

Callewaert, Staf & Israel, Joachim Skolklassen som socialt system: Förslag till ett forskningsprojekt. Lund 1971.

Callewaert-Sjöberg, Inger & Callewaert, Staf & Westerberg, Boel Skolklassen som socialt system - en intervjuundersökning. Lund 1972.

Callewaert, Staf & Nilsson, Bengt A Samhället - skolan och skolans inre arbete. Lund 1974.

Callewaert, Staf & Nilsson, Bengt A Kvalitativ lektionsanalys: grundskolans årskurs 8. Lund 1973.

Nilsson, Bengt A Undervisningsprocessen på grundskolans högstadium. Lund 1973.

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Nilsson, Bengt A Undervisningsprocessen på grundskolans högstadium. Lund 1973.

PROJECT DESCRIPTION

Date
1974-08-29

1 Project title

The development of intelligence factors and social background

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Lund

4 Project - and investigation leader 41

Agneta Bergsten-Brucefors

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1973	Date of completion (est) 1975

7 Source of finance

8 Keywords

Development, intelligence, social background, change

9 Background, aims and problem

It has been necessary to study the development of intelligence factors through factor analyses to be able to study the relationship between the development of several intelligence factors and social background.

The project will study if differences in the development of intelligence factors are related to differences and changes in the social background of children aged 3-11.

10 Scope

The project is a part of the longitudinal study "Childrens' development and health in an urbanized society". The Swedish part of this internationally coordinated study is a teamwork of psychologists and medical researchers mostly

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Lund

4 Project - and investigation leader 41

Agneta Bergsten-Brucefors

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1973	Date of completion (est) 1975

7 Source of finance

8 Keywords

Development, intelligence, social background, change

9 Background, aims and problem

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10 Scope

The project is a part of the longitudinal study "Childrens' development and health in an urbanized society". The Swedish part of this internationally coordinated study is a teamwork of psychologists and medical researchers mostly from the Karolinska hospital in Stockholm.

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11 Methods

A factor-analytic study of the Terman-Merrill intelligence test has been done.

A first step was to compare the results of a factor analysis done at each age with a factor analysis done at all ages together. The results were relatively difficult to interpret. Therefore a hierarchic cluster analysis has been done too. The cluster analyses have been done on distance matrices instead of correlation matrices.

The cluster analyses were made in two steps: 1. One analysis at each age, 3 years, 5 years, 8 years and 11 years. 2. After adding the cluster scores of each individual a new cluster analysis of all ages together was made (3 years - 11 years).

12 Main findings

The first analysis gave three clusters (I_3 - III_3) at age 3, four clusters (I_5 - IV_5) at age 5 and five clusters (I_8 - V_8 and I_{11} - V_{11})at ages 8 and 11.

The second analysis gave three clusters: cluster 1 $I_3+III_3+II_5$; cluster 2 $I_5+II_5+V_8+II_{11}$; cluster 3 $IV_5+I_8+II_8+III_8+I_{11}+III_{11}+V_{11}$.

Preliminary cluster 1 has been called a motor factor, cluster 2 a memory factor and cluster 3 a verbal factor.

13 Bibliographic information

42.

PROJECT DESCRIPTION
Date
74-05-25

1 Project title

Home and School in Co-operation for Improved Social Adjustment

2 ☒ In progress ☐ Completed

3 Institute

Department of Education. University of Lund

43

4 Project - and investigation leader

Kerstin Niléhn, psychologist

5 Personnel

Number of researchers	Others
1	

6 Time schedule

Starting date	Date of completion (est)
1973	1975

7 Source of finance

Allmänna Barnhuset Annual costs Sw.cr. 75.000

8 Keywords

Family - School Relationship, Parent Participation, Social Climate, Attitudes

9 Background, aims and problem

Studies of research reports and interviews with parents, pupils and teachers have shown that the co-operation between school and home in many cases is not in accordance with the aims and guide lines given by SÖ (the Board of Education) in Lgr 69 and further emphasized in the SIA report (SOU 1973:53).

The purpose of the present investigation is to study the problems and the forms of co-operation between the comprehensive school and the families, to introduce new ways of communication in order to achieve true co-operation and a better relationship between teachers, pupils and parents, and to study the effects of this co-operation.

The problems thus are: What forms of communication do we have to-day? What actions could be taken to improve the co-operation? What effects will these actions give?

10 Scope

Survey by questionaire 2217 pupils in grades 3-9, 2969 parents of pupils in grades 1-9, and 162 teachers in grades 1-9, all in the school district of Eslöv. Research during one term in 3 class units, one on each level of 1st 4th and 9th gr

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of Education. University of Lund

43

4 Project - and investigation leader

Kerstin Niléhn, psychologist

5 Personnel

Number of researchers 1	Others

6 Time schedule

Starting date 1973	Date of completion (est) 1975

7 Source of finance

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43A

11 Methods:

1. Mapping of excisting contacts between home and school in all class units within the school district of Eslöv by questionaire: pupils (grades 3 - 9), teachers (grades 1 - 9) and parents (grades 1 - 9)
2. Research in 3 class units during one term.

12 Main findings:

The data are now being analysed.

13 Bibliographic information

44.

PROJECT DESCRIPTION
Date
August 26, 1974

1 Project title

Social development and training in the comprehensive school

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader 45

Åke Bjerstedt; Barbro Lundquist (Section C), Elisabeth Jernryd (Section R), Eva Almgren (Section W)

5 Personnel

Number of researchers 3 (earlier)	Others 1 (earlier)

6 Time schedule

Starting date 1967-68	Date of completion (est) 1972-73 (1973-74)

7 Source of finance

National Board of Education

8 Keywords

Social development, social interaction, cooperation, international understanding

9 Background, aims and problem

Main aims:

1. To construct, adapt and try out measuring methods, which would make us better able to chart selected aspects of the social development of the students and which could be used in assessing attempts to promote this development ("goal area 1").
2. To chart, with the help of these methods, certain features of age development and to study some relations between these variables and personality characteristics ("goal area 2").
3. To explore selectively different possibilities of using educational influence to promote development in desired directions ("goal area 3").

A general comprehensive aim is to establish a more reliable basis for the evaluation of various attempts to further the school's goals in social training (by adding to our basic knowledge, by improving our measuring instruments, and by studying certain effects of educational influence).

10 Scope

The project includes a number of sub-studies of varying scope within three variable fields (cf p. 11 below). The main work of the project was completed in 1972-73. However, a number of supplementary and summarizing publications have been issued during 1973-74.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader 45

Åke Bjerstedt; Barbro Lundquist (Section C), Elisabeth Jernryd (Section R), Eva Almgren (Section W)

5 Personnel

Number of researchers: 3 (earlier)
Others: 1 (earlier)

6 Time schedule

Starting date: 1967-68
Date of completion (est): 1972-73 (1973-74)

7 Source of finance

National Board of Education

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Social development, social interaction, cooperation, international understanding

9 Background, aims and problem

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

The project has concentrated on three relatively different aspects of social development and training, namely: (a) "Cooperation" (Section C); (b) "Resistance to authority and propaganda" (Section R); and (c) "World citizen responsibility" (Section W).
The general strategy of the project has been to work on parallel lines with all three variable fields (with a research assistant in charge of each one) and then to start with the construction and evaluation of measuring instruments. From some points of view, this could be said to have resulted in three, partially independent, sub-projects. If we cross-tabulate the three general goal areas (1, 2, 3) described above with three chosen variable fields (C, R, W), we get a problem table with nine task-cells, all of which have been dealt with in the project. Within each variable field, the most common chronological approach has been: Step-wise construction and testing of methods - Charting with the aid of observation, questionnaires and/or objective tests - Exploration of educational influences.

12 Main findings

The mapping studies of the project have in several respects given a discouraging picture of the "normal" development during the years in the comprehensive school. We do not find, for example, any strong increase in the students' evaluative ability (ability to evaluate information critically) in the higher grades. We find marked stereotypes in sex-role perception. And we find increasingly negative ideas about certain minority groups and immigrants. At the same time various experiments with specified educational influence give us reason for optimism. Systematic measures pay and give results in the desired direction. A further development of such measures is therefore recommended.

The results of the project have been presented in about fifty reports and publications. These are listed with abstracts or annotations at the end of a survey report in English: Bjerstedt, 1974. Some other summarizing reports in English are listed below.

13 Bibliographic information

Almgren, E. & Gustafsson, E. World citizen responsibility: Assessment techniques, developmental studies, material construction, and experimental teaching. Educational and Psychological Interactions (Malmö: School of Education), No. 48, 1974.

Bjerstedt, Å. Social development and training in school. ("Studia psychologica et paedagogica", No. 24.) Lund: Gleerup, 1974.

Choynowski, M. & Idman, P. Adolescent aggressiveness and its dependence on age, sex and position among siblings. Educational and Psychological Interactions (Malmö: School of Education), No. 38, 1973.

Jernryd, E. Optimal resistance to authority and propaganda. Educational and Psychological Interactions (Malmö: School of Education), No. 40, 1973.

Lindholm, L.-P. & Lundquist, B. Cooperation and independence: Studies of assessment techniques in observations of small groups. Educational and Psychological Interactions (Malmö: School of Education), No. 42, 1973.

Wiechel, L. Sex-role perception as a barrier to cooperation: Assessment techniques and programs of educational influence. Educational and Psychological Interactions (Malmö: School of Education), No. 41, 1973.

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Lindholm, L.-P. & Lundquist, B. Cooperation and independence: Studies of assessment techniques in observations of small groups. Educational and Psychological Interactions (Malmö: School of Education), No. 42, 1973.

Wiechel, L. Sex-role perception as a barrier to cooperation: Assessment techniques and programs of educational influence. Educational and Psychological Interactions (Malmö: School of Education), No. 41, 1973.

PROJECT DESCRIPTION

Date

August 26, 1974

1 Project title

Student democracy - co-planning at different educational levels

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Åke Bjerstedt; Pekka Idman, Brigitte Valind, Magnhild Wetterström

47

5 Personnel

Number of researchers 2 (earlier)	Others 1 (earlier)

6 Time schedule

Starting date 1968-69	Date of completion (est) 1972-73 (1973-74)

7 Source of finance

National Board of Education

8 Keywords

Democratization, social interaction, social development, teacher-pupil relations

9 Background, aims and problem

Main aims:

1. To map out some characteristic patterns of interaction, attitudes and opinions associated with existing forms of student participation at various educational levels.

2. To study relations between attitudes and opinions on the one hand and various background and individual variables on the other.

3. To examine some features of the innovation process when new procedures for co-planning are introduced.

10 Scope

The project included a number of sub-studies of varying scope, within three major sections of work (cf. below). The main work of the project was completed in 1972-73. A number of supplementary and summarizing publications were issued during 1973-74.

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

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5 Personnel

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6 Time schedule

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7 Source of finance

National Board of Education

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47A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

The work of the project was divided into three major parts. One part was concerned with school democracy on the levels of the junior and intermediate stages of the comprehensive school (section I: grades 1-6); another dealt with corresponding questions in the senior level of the comprehensive school and in the secondary school (Section II: grades 7-12); while the third part studied problems concerning student democracy at university level, with particular attention focussed on the teacher-training sector (Sector III: above grade 12).

Main Instruments used were: questionnaires, interviews, personality tests, content analyses.

12 Main findings

In general, internal educational democracy in Sweden has made progress during the last ten years, and several of the results from the various experimental activities were positive. However, the deficiencies are still in many respects very obvious. On the basis of its various experiences, the project outlined and recommended a series of follow-up tasks.

The results of the project have been presented in about thirty reports and publications, which are listed with abstracts or annotations in a survey report in English: Bjerstedt, 1974 b. Summaries from the various sectors of the projects have also been reported in English (see Idman, 1974; Valind & Valind, 1974; and Wetterström, 1974).

13 Bibliographic information

Bjerstedt, Å. Social development and training in school: Glimpses from two research projects. Lund: Gleerup, 1974. (a)

Bjerstedt, Å. Student democracy - co-planning at different educational levels: Project summary and report abstracts. Pedagogisk dokumentation (Malmö: School of Education), No. 28, 1974. (b)

Idman, P. Equality and democracy: Studies of teacher training. Lund: Gleerup, 1974.

Valind, B. & Valind, L. Student democracy in grades 7-9 and the upper secondary school. Educational and Psychological Interaction (Malmö: School of Education), No. 47, 1974.

Wetterström, M. Student democracy in grades 1-6. Educational and Psychological Interactions (Malmö: School of Education), No. 46, 1974.

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Wetterström, M. Student democracy in grades 1-6. Educational and Psychological Interactions (Malmö: School of Education), No. 46, 1974.

PROJECT DESCRIPTION

Date
August 26, 1974

1 Project title

Creativity in school

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Åke Bjerstedt; Göran Hansson

49

5 Personnel

Number of researchers 0.5	Others -

6 Time schedule

Starting date 1968-69	Date of completion (est) 1973-74

7 Source of finance

National Board of Education

8 Keywords

Creativity, creativity test, teacher-pupil relation, teaching aids

9 Background, aims and problem

Mains aims:

To construct, adapt and try out certain tests for measuring creativity and to study the relations between these tests and variations in age, intelligence and personality variables;

to explore via teacher opinions and classroom observations teacher and student behaviors that can potentially influence creativity;

to construct examples of potentially creativity-promoting student exercises, and to study certain effects of these.

10 Scope

The project includes a series of sub-studies of varying scope, for example, a test-analytic study (18 classes), an observation study (23 classes), and a study-material investigation (24 classes).

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☐ In progress ☒ Completed

3 Institute

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

(1) Inventory of teacher opinions by means of questionnaires.
(2) Exploratory classroom studies (observations, questionnaires, tests.)
(3) Construction and try-out of group tests.
(4) Construction and evaluation of student exercises.

The observation study employed an observation schedule designed to chart the incidence of different types of cognitive activities in teaching. -
The test analyses included various creativity instruments, personality tests etc. -
Materials for training creativity were developed in three school subjects (Swedish, mathematics, and social studies) for grade 5. The effects were evaluated by means of an experimental investigation. Twenty-four classes were included: four taking exercises in Swedish, four in mathematics, four in social studies, four in all three subjects, and eight serving as controls (with test only). A comprehensive pretest battery was used at the start of the term, a period of instruction including the new exercises followed, and then a post-instruction test battery was used. Reactions from teachers and students on the various parts of the study materials were collected.

12 Main findings

The results from the present project have been partly product-oriented; that is, the project has produced certain tests and certain exercise materials together with systematic information about how these tests and materials have functioned when applied to Swedish school children. In addition, various developmental and relational data on creativity in school have been reported.

As a result of the training introduced by the newly constructed student exercises, clear effects in the desired directions were obtained over a broad range of evaluation measures: subject-specific tests of creativity, general creativity tests, tests of functions related to creativity, and tests of knowledge. A specific characteristic of the exercises used in this investigation was that they could be used as an integral part of the regular teaching in the various school subjects. The attitudes of students and teachers were mainly positive. Exercises of these types are seen as a natural first step towards a more creative school.

13 Bibliographic information

The study material developed is presented in the series Pedagogiska hjälpmedel (Malmö: School of Education), Nos. 1-7 (1971) and 12 (1974).
Test descriptions and testdata are given, i.a., in the series Testkonstruktion och testdata (Malmö: School of Education), Nos. 20, 22, and 23 (1973).
Examples of research reports:
Eriksson, A. Klassrumsobservationer med inriktning på potentiellt kreativitetsbefrämjande undervisningsbeteenden: Metod- och sambandsstudier på mellanstadiet. /Classroom observations with a focus upon teaching behaviors that potentially encourage creativity: Studies of methods and relationships in grades 4-6./ Pedagogisk-psykologiska problem (Malmö: School of Education), No. 206, 1972.
Hansson, G. Mätning av kreativitet hos skolbarn. /Measuring creativity among school children./ Pedagogisk-psykologiska problem (Malmö: School of Education), No. 220, 1973.
Hansson, G. Att befrämja kreativitet i skolan: Konstruktion och utvärdering av särskilda övningsmaterial i svenska, matematik och orienteringsämnen. /Encouraging creativity in school: Construction and evaluation of training materials in three school subjects: Swedish, mathematics, and social studies./ Pedagogisk-psykologiska problem (Malmö: School of Education), No. 243, 1974.

(3) Construction and try-out of group tests.
(4) Construction and evaluation of student exercises.

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PROJECT DESCRIPTION
Date
August 26, 1974

1 Project title

Development of attitudes towards equality

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research,
School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Åke Bjerstedt

5 Personnel

51

Number of researchers 1	Others -

6 Time schedule

Starting date 1974-75	Date of completion (est) Not fixed

7 Source of finance

National Board of Education

8 Keywords

Intergroup relations, role expectation, social inequality

9 Background, aims and problem

Earlier studies carried out at the Malmö department have shown that at present the school does not manage to a sufficient degree to counteract influences that encourage prejudice. We find, for example, marked sex-role stereotypes and a tendency for attitudes towards immigrant and other minority groups to become more negative during the years in the comprehensive school. Thus, it is important for both school and society successively to augment our knowledge of the dynamics of related developmental and social psychology, of how attitudes towards that which is different and foreign develop, and of the possibilities of preventing a less desirable development by means of educational strategies.

The present project, now in a planning stage, aims primarily at (a) constructing and testing methods for studying attitudes towards equality and solidarity in areas of importance to the Swedish school; (b) mapping with the aid of such methods certain aspects of the actual development; and (c) exploring some different possibilities for actively developing more desirable attitudes and behaviors.

10 Scope

The project plans to focus its studies on the lower grades of the comprehensive school.

Development of attitudes towards equality

2 ☒ In progress ☐ Completed

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Department of Educational and Psychological Research,
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10 Scope

The project plans to focus its studies on the lower grades of the comprehensive school.

11 Methods

The first steps of the project work will include development of suitable data collection methods. Among other techniques, various types of interaction analysis and role perception tests with limited demands on the students' verbal ability will be tried out.

12 Main findings

13 Bibliographic information

Bjerstedt, A. (Ed.) Utveckling av jämställdhetsattityder. /Development of attitudes towards equality./ (Mimeogr.) Malmö: School of Education, 1973.

PROJECT DESCRIPTION

Date

28/8 1974

1 Project title

Adjustment - a longitudinal study
(The Örebro project)

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader 53

Prof David Magnusson
Docent Anders Dunér

5 Personnel

Number of researchers 3 full time, 7 part time	Others 5

6 Time schedule

Starting date 1964	Date of completion (est) 1976

7 Source of finance

The National Board of Education, The Swedish Council for Social Science Research

8 Keywords

Longitudinal, development, environment, age 10-adults, subprojekt, prediction.

9 Background, aims and problem

The purposes of the project are in short:

a) to identify characteristics and behavior which alone or in combination with each other, or with certain environmental factors indicate that an individual runs the risk of ending up in a state of serious maladjustment,
b) to investigate the role of environmental factors, especially factors in the school, in the developmental process of the individual person,
c) to attempt to acquire knowledge of the causes of extrinsic and intrinsic maladjustment, thereby providing a basis for therapeutic and prophylactic measures for the school or other organs of society.

More specific formulations of the problems are found in the descriptions of substudies.

10 Scope

Investigation groups are all pupils in three cohorts (1965 in grades 3, 6, and 8) at the schools of Örebro. Each cohort consists of about 1000 children. The youngest group is the main group of the project. It left the comprehensive school in 1971.

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

(The Örebro project)

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader 53

Prof David Magnusson
Docent Anders Dunér

5 Personnel

Number of researchers 3 full time, 7 part time	Others 5

6 Time schedule

Starting date 1964	Date of completion (est) 1976

7 Source of finance

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

The design of the project is longitudinal and successive age groups are studied in order to give possibilities to differentiate age and generation effects. The problems are treated within the framework of psychological and methodological models which are relevant for the study of open systems, e.g. causal analyses, measurement of change, classification to homogeneous classes, over- and underachievement, decision takning. The basic information of the project, collected in total group investigations on repeated occasions, includes the following groups of variables: socio-economic background, satisfaction with school, peer relations, attitudes and values, norms, behaviors, intelligence, creativity, ability, achievements, various symptoms of maladjustment, motivations and plans in the choice of education and of vocation. The measurements are made with different types of questionnaires, tests and other group administered instruments, and ratings. In a sample of children physiological variables have been measured. In another sample the problem of social relations has been treated with interviews with parents, pupils and teachers and with observations of behavior at school.

12 Main findings

54

The output from the project consists of such a multitude of results that it is necessary to refer directly to the substudies for the practical results. The work so far, as well as the results, strongly indicates that the broad cross-scientific and longitudinal approach that has been undertaken has proved to be very fruitful. Many problems of current interest have been studied within this project which otherwise would have taken years of special study. Examples are the subprojects concerning school segregation and dropouts. In theory, the scope of the project is large enough to allow the study of a variety of such problems , but in practice, limited resources enforce a careful selection of problems for study. It has been shown that variables measured with uncomplicated and cheap methods during the first school years can fairly well predict later important types of behavior.

13 Bibliographic information

Olofsson, B. Vad var det vi sa! Om kriminellt och konformt beteende bland skolpojkar. (Delinquency and conformity of school boys). Stockholm: Utbildningsförlaget, 1971.

Dunér, A. Vad skall det bliva? Undersökningar om studie- och yrkesvalsprocessen. (Studies in the educational and vocational career process.) Stockholm: Allmänna förlaget, 1972.

Magnusson, D., Dunér, A. & Zetterblom, G. Adjustment - a longitudinal study. The Örebro project. Stockholm: Almqvist & Wiksell, 1974 (in press).

Henricson, M. Tonåringar och normer, en undersökning av tonåringars normklimat. (Adolescents and norms. A study of adolescents´ norm climate) Utbildningsforskning, SÖ FoU-rapport 4, Stockholm: Utbildningsförlaget, 1973.

Marnell, M., Magnusson, D. & Dunér, A. Tonåringar - relationer och reaktioner. (Teenagers - relations and reactions.) Utbildningsforskning, SÖ FoU-rapport 6, Stockholm: Utbildningsförlaget, 1973.

Dunér, A. & Haglund, B. Tonårspojkar och brott. Kunskaper, attityder och faktiskt beteende. (Teenage boys and delinquency. Knowledge, attitydes and factual behavior.) Utbildningsforskning, SÖ FoU-rapport 8, Stockholm: Utbildningsförlaget, 1973.

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Hjortzberg-Nordlund, F. & Marnell, M. Tonåringars studie- och yrkesval. (Adolescents´ educational and vocational choices.) Utbildningsforskning, SÖ FoU-rapport 12, Stockholm: Utbildningsförlaget, 1974.

PROJECT DESCRIPTION

Date

1974-08-26

BEST COPY AVAILABLE

1 Project title

The prediction of adjustment from early symptoms
(A substudy of the Örebro project)

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader 55

Prof. David Magnusson
Docent Anders Dunér

5 Personnel

Number of researchers 3 (part time)	Others Shared with the Örebro project

6 Time schedule

Starting date 1973	Date of completion (est) 1975

7 Source of finance

The National Board of Education, The Swedish Council for Social Science Research

8 Keywords

Longitudinal, symptom, satisfaction, motor disturbance, withdrawal, social relations

9 Background, aims and problem

Parents and teachers are worried about certain behaviors in children. We know little about the importance of various deviations of behavior for the further development. The purpose of this substudy of the Örebro project is to follow the development of children who when ten years old were restless, withdrawn, had disturbed relations to peers, and had low motivation for school work. The stability of such variables is investigated. Their power to predict later maladjustment is tested. Combinations of the variables are studied to ascertain to what degree a behavior may have a serious impact, but only in combination with other behaviors in a certain pattern. Examples are a) the hypothesis that motor disturbance may be a serious symptom, but mainly if it exists in a pattern together with low motivation for work or b) that withdrawal is a serious symptom in a child who at the same time is anxious.

10 Scope

Investigation group is the main group of the Örebro project, about 1000 persons. Data are taken from grades 3, 6, 8, 9 and from the gymnasium school.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

The prediction of adjustment from early symptoms
(A substudy of the Örebro project)

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

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Docent Anders Dunér

5 Personnel

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

BEST COPY AVAILABLE

11 Methods

Behaviors in grades 3 and 6 have been studied with the use of a) ratings by teachers, (motor disturbance, withdrawal and lack of school motivation) b) questionnaire to the pupils (school satisfaction) and with sociometric techniques (peer relations). During the later school years data have been collected with questionnaires to the students about symptom load, self-reported delinquency and attitudes to crime, norms during adolescence and attitudes to school and the perception of the situation at school and at home. Sociometric ratings and other ratings have also been used. Data have been treated with the following methods: a) Extreme groups method. Children who in grade 3 have shown the behavior to a high degree have been studied carefully during their later time at school. b) Regression analysis, where the total material is treated and where it is possible to make effective controls and study interaction effects. c) Canonical correlations to get a picture of the power to predict adjustment in the information.

56

12 Main findings

The results so far show that there is a fair stability in most of the variables. About half of the groups are no longer extreme in grade 6 when the same criteria are used. The stable children show worse adjustment during the later years at school than a normal group. The instable are on an average better than the stable, but they are also less well adjusted than the normal group. Many children have achieved a quite normal adjustment, but a greater percentage than in the normal group are maladjusted. Those children in an extreme group who have also shown other symptoms in grade 3 have in a number of cases been less well adjusted in grades 8 and 9, the prediction is improved with the addition of information. Interaction effects are investigated in further studies.

13 Bibliographic information

Sillén, M. Motorisk oro hos skolpojkar. (Motor disturbance in school boys.) Örebroprojektet, 1973.

Hencz, M. & Jansson, G. Tillbakadragna skolelevers anpassning. En uppföljning av en grupp tillbakadragna barn från åk 3 till åk 9. (The adjustment of withdrawn children. A follow-up study of a group withdrawn children from grade 3 to 9.) Örebroprojektet, 1974.

Broman, A. Utstötta barn. (Rejected children. A follow-up study of children who were rejected from the peer group in grade 3.) Örebroprojektet, 1974.

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13 Bibliographic information

Sillén, M. Motorisk oro hos skolpojkar. (Motor disturbance in school boys.) Örebroprojektet, 1973.

Hencz, M. & Jansson, G. Tillbakadragna skolelevers anpassning. En uppföljning av en grupp tillbakadragna barn från åk 3 till åk 9. (The adjustment of withdrawn children. A follow-up study of a group withdrawn children from grade 3 to 9.) Örebroprojektet, 1974.

Broman, A. Utstötta barn. (Rejected children. A follow-up study of children who were rejected from the peer group in grade 3.) Örebroprojektet, 1974.

PROJECT DESCRIPTION
Date
.1974-08-28..

1 Project title

Effects of Social Differentiation.
(A substudy of the Örebro project)

2 ☐ In progress ☒ Completed

3 Institute

The Department of Psychology, University of Stockholm

4 Project - and investigation leader 57

Docent Anders Dunér
Prof David Magnusson

5 Personnel

Number of researchers 2 part time	Others Personnel shared with the Örebro project

6. Time schedule

Starting date 1970	Date of completion (est) 1974

7 Source of finance

The National Board of Education

8 Keywords

Segregation, achievement, satisfaction, adjustment, educational choice

9 Background, aims and problem

In the Swedish school system the classes are helt together for the nine years in the comprehensive school. In this way the pupils are intended to get a wide social and intellectual experience. Groups are not to be isolated and segregated according to social circumstances. The purpose is, however, counteracted by the way our larger cities are planned and built, with large, homogeneous areas, which are inhabited by people with the same economic possibilities and preferences. Children from these same areas go to the same schools and thus form homogeneous classes as regards the socio-economic background.

The purpose is to describe the degree of social differentiation in the school classes of Örebro, and possible effects as regards achievement, motivation, school satisfaction, social adjustment, attitudes to education and so on.

10 Scope

Investigations are made for a) all grade 9 pupils in Örebro in 1968, who have belonged to the same classes during their first eight years at school and b) grade 6 pupils in Örebro in 1968, who have belonged to the same classes for at least three years. In

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

Effects of Social Differentiation.
(A substudy of the Örebro project)

2 ☐ In progress ☒ Completed

3 Institute

The Department of Psychology, University of Stockholm

4 Project - and investigation leader 57

Docent Anders Dunér
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The purpose is to describe the degree of social differentiation in the school classes of Örebro, and possible effects as regards achievement, motivation, school satisfaction, social adjustment, attitudes to education and so on.

10 Scope

Investigations are made for a) all grade 9 pupils in Örebro in 1968, who have belonged to the same classes during their first eight years at school and b) grade 6 pupils in Örebro in 1968, who have belonged to the same classes for at least three years. In all 2.000 children are being studied.

574

11 Methods

Data from the Örebro project are used. Pre-studies are made on extreme groups: pupils from high SES in classes where most of the peers have high and low SES respectively as well as pupils from low SES with the majorities of peers from high and low SES.

The main analyses are performed using regression analytical techniques. An index of the social composition of the class is the independent variable. Intelligence and SES are controlled. Dependent variables are achievement, satisfaction, motivation, anxiety, delinquency (for boys), and a number of measures of attitudes to education and vocational choice. The independent variables are measured in grade 3 and 6 respectively, the dependent variables in grade 6 and 9 respectively. The SES index can be viewed as mainly a measure of parents' education.

12 Main findings

The results show no or small effects of social differentiation on the dependent variables. A weak tendency is found for the achievement level to be influenced by the class composition. The same is the case for motivation for school work. Satisfaction with school life or delinquency rate in boys are variables which seem not to be influenced.

13 Bibliographic information

Nygren, A. Social differentiering i skolan. En empirisk studie vid Örebro skolor. (Social differentiation at school. An empirical study of the Örebro schools.) Stockholm, 1969. Stencil.

Nygren, A. Effekter av klassens sociala sammansättning på elevgruppers prestationsnivå och motivation. (Effects of the social composition of the class on achievement and motivation.) Stockholm, 1969. Stencil.

Dunér, A. Vad skall det bliva? Undersökningar om studie- och yrkesvalsprocessen. (Studies in the educational and vocational career process.) Stockholm: Allmänna förlaget, 1972.

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Dunér, A. Vad skall det bliva? Undersökningar om studie- och yrkesvalsprocessen. (Studies in the educational and vocational career process.) Stockholm: Allmänna förlaget, 1972.

PROJECT DESCRIPTION
Date
1974-08-26...

1 Project title

Criminality - Conformity. A Study of Development Towards Law-Abidingness or Towards Delinquency
(A substudy of the Örebro project)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Psychology, University of Stockholm

4 Project - and investigation leader 59

Anders Dunér
David Magnusson

5 Personnel

Number of researchers 2	Others

6 Time schedule

Starting date 1965	Date of completion (est) 1975

7 Source of finance

The National Board of Education

8 Keywords

Self-reported delinquency, adjustment, achievement, prediction, attitude

9 Background, aims and problem

The study intends to

a) describe criminal behavior of schoolboys and the development they pass through towards law-abidingness or towards a criminal outsider group.

b) describe their knowledge of and attitudes to crimes and sanctions.

c) study the possibilities to predict delinquency from early information.

10 Scope

About 500 schoolboys in Örebro. Measurements of them are available from grade 3 in 1965, to grade 9 in 1971. Information about criminal behavior is registered for about 580 boys in grade 9 in 1971. A pilot group of 520 boys was studied in

(A substudy of the Örebro project)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Psychology, University of Stockholm

4 Project - and investigation leader 59

Anders Dunér
David Magnusson

5 Personnel

Number of researchers	Others
2	

6 Time schedule

Starting date	Date of completion (est)
1965	1975

7 Source of finance

The National Board of Education

8 Keywords

Self-reported delinquency, adjustment, achievement, prediction, attitude

9 Background, aims and problem

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a) describe criminal behavior of schoolboys and the development they pass through towards law-abidingness or towards a criminal outsider group.

b) describe their knowledge of and attitudes to crimes and sanctions.

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10 Scope

About 500 schoolboys in Örebro. Measurements of them are available from grade 3 in 1965, to grade 9 in 1971. Information about criminal behavior is registered for about 580 boys in grade 9 in 1971. A pilot group of 520 boys was studied in grade 9 in 1968.

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11 Methods

This study has been preceded by a pilot study of the population of the Örebro project - grade 6 in 1965 and grade 9 in 1968. The experiences from this study form the background of the current questionnaire. The questions given are about a number of frequently occuring types of crimes, knowledge and attitudes to actual laws and decrees. The collected information has then been integrated with information collected earlier. Data for these pupils about adjustment, behavior and performance are now available from grade 3 in 1965, grade 6 in 1968, and grade 8 in 1970 and grade 9 in 1971 and from the gymnasium school.

12 Main findings

A report on the appearence of criminality, rate of detection, police report, knowledge and attitudes to laws and decrees is available. Preliminary studies have started concerning the more longitudinal aspects.

13 Bibliographic information

Dunér, A. & Haglund, B. Tonårspojkar och brott. Kunskaper, attityder och faktiskt beteende. (Teenage boys and delinquency. Knowledge, attitudes, and factual behavior.) Utbildningsforskning, SÖ FoU-rapport 8. Stockholm: Utbildningsförlaget, 1974. (With English summary.)

Magnusson, D. et al. Kriminellt beteende: Modeller och undersökningsplanering. (Criminal behavior: Models and planning of the investigation.) University of Stockholm, 1968, 39 p.

Olofsson, B. Brottslighet - konformitet. En utvecklingsstudie på grundval av självdeklarerad brottslighet av pojkar i grundskolan. (Criminality-conformity. A developmental study based upon self-declared criminality among boys in the comprehensive school.) University of Stockholm, 1971, 229 p.

Olofsson, B. Vad var det vi sa! Om kriminellt och konformt beteende bland skolpojkar. (On criminal and conformal behavior among school boys.) Stockholm, Allmänna förlaget, 1971, 334p.

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PROJECT DESCRIPTION

Date

1974-08-30

1 Project title

Social relations. A follow-up of children who were rejected by their classmates

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader 61

Prof David Magnusson
Fil kand Mats Marnell

5 Personnel

Number of researchers 2	Others Shared with the Örebro project

6 Time schedule

Starting date 1966	Date of completion (est) 1977

7 Source of finance

The National Board of Education

8 Keywords

Peer status, rejected, adjustment, prediction, alienation, choice of career

9 Background, aims and problem

An intensive study of small groups of children with different levels of peer status was made within the Örebro project in 1966/67. These children have since then passed through the comprehensive school and most of them the gymnasium school. The purpose is now to find them and to get a picture of their development and their situation today. How do they feel about their time at school? Has peer rejection at school a serious impact on development? Does peer status in the early years at school covary with other aspects of adjustment during adolescence and the early adult years?

10 Scope

Investigation groups were a) 30 rejected boys and girls from the main group of the Örebro project (born 1955), b) 30 children with high peer status, and c) 30 children in the intermediate range of peer status.

classmates

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader 61

Prof David Magnusson
Fil kand Mats Marnell

5 Personnel

Number of researchers: 2

Others: Shared with the Örebro project

6 Time schedule

Starting date: 1966

Date of completion (est): 1977

7 Source of finance

The National Board of Education

8 Keywords

Peer status, rejected, adjustment, prediction, alienation, choice of career

9 Background, aims and problem

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10 Scope

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

In grade 5, 1967, interviews were made with a) the child, b) the mother, c) the father, d) the child's teachers. The teachers also made observations of each child's behavior, and the children were subjected to a medical examination. Multiple discriminant analysis has been the main statistical technique.

In the work now being planned the main source of information will be interviews with the investigation groups. This material will be integrated with all the information from the school available from the total group investigations within the Örebro project.

12 Main findings

62

In the first phace of this project the background of peer status was elucidated. The results indicated that the children with low status was in a process of increasing general rejection. The home atmosphere was characterized by social passivity and isolation from the surrounding world. Also within the families the communications were deficient and conflicts usual. The parents often felt dissatisfaction with their work and with their role as parent. They seldom supported their children in peer contacts.

There are only slight differences between the groups with regard to parents' education, living conditions, work outside the home or number of divorces. The situation of the rejected children seemed to be made still worse at school by the attitudes of their teachers. The children were socially handicapped and in a vicious circle. In the next phase of the project we intend to study if and how they can break this circle.

13 Bibliographic information

Adebäck, B. Sociala relationer i skolan. Del I: Undersökningens uppläggning. (Social relations at school. Part I: The design of the investigation). Stockholm, 1969. Stencil.

Adebäck, B. Sociala relationer i skolan. Del II: Hemmiljö och familjerelationer. (Social relations at school. Part II: Home conditions and family relations.) Stockholm, 1969. Stencil.

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62A

PROJECT DESCRIPTION

Date

1974-08-28

BEST COPY AVAILABLE

1 Project title

Overadjustment

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader

Prof David Magnusson
Docent Anders Dunér
Fil dr Lars R Bergman

63

5 Personnel

Number of researchers 3	Others Shared with the Örebro project

6 Time schedule

Starting date 1974	Date of completion (est) 1976

7 Source of finance

The Swedish National Board of Education

8 Keywords

Overadjustment, adjustment, stress, conformity, over- and underachievement

9 Background, aims and problem

Teachers and psychologists have often noted that there are children, who in spite of a good extrinsic adjustment, appear to be tense and disharmonic. Many of these children appear to work hard to achieve a good extrinsic adjustment, and to pay for this with a bad intrinsic adjustment. Are there among a normal group of school children one or several subgroups that are characterized by a generally good extrinsic adjustment and by a generally bad intrinsic adjustment? These children are here named overadjusted. What happens later with children who are overadjusted during the first six school years?

10 Scope

This project is a subproject within the Örebro project.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader

Prof David Magnusson
Docent Anders Dunér
Fil dr Lars R Bergman

63

5 Personnel

Number of researchers 3	Others Shared with the Örebro project

6 Time schedule

Starting date 1974	Date of completion (est) 1976

7 Source of finance

The Swedish National Board of Education

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Overadjustment, adjustment, stress, conformity, over- and underachievement

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10 Scope

This project is a subproject within the Örebro project.

63A

11 Methods

The project uses data already collected by the Örebro project. Data have been collected with tests and questionnaires. Physiological data have also been collected with regard to catecholamine excretion and EEG. The research strategy is based on both a design using extreme groups, and a design using regression analysis.

12 Main findings

The project is still in the planning stage, and no results have yet been produced.

13 Bibliographic information

PROJECT DESCRIPTION

Date

1974-08-28

BEST COPY AVAILABLE

1 Project title

Norm formation
(A substudy of the Örebro project)

2 ☐ In progress ☒ Completed

3 Institute

The Department of Psychology, University of Stockholm

4 Project - and investigation leader 65

Prof David Magnusson
Docent Anders Dunér

5 Personnel

Number of researchers 3	Others Personnel shared with the Örebro project

6 Time schedule

Starting date 1969	Date of completion (est) 1973

7 Source of finance

The National Board of Education, The Social Science Research Council

8 Keywords

norm conflict, generation gap, adjustment, symptom, adolescents

9 Background, aims and problem

Norms can be viewed from an evaluative standpoint, but they can also be viewed as action tendencies in which case they should be closely related to the actual behavior. In an earlier investigation norms were studied for all 8 grades, and the purpose of the present investigation is to study the relationship of norm systems to other aspects of adjustment, e.g., earlier adjustment to school in grades 3 and 6. Furthermore, mechanisms behind experiences of discrepancies between presonal and parental norms (the generation gap) are to be investigated.

10 Scope

An age group of Örebro children (about 1000) followed from grade 3, who in grade 8, among other things, participated in a study concerning norms, and for girls also in studies concerning symptoms and social relations.

65A

SO 91-018-2 Maj 1974 G-tryck (f d SO L 229, 4, 1972)

2 ☐ In progress ☒ Completed

3 Institute

The Department of Psychology, University of Stockholm

4 Project - and investigation leader 65

Prof David Magnusson
Docent Anders Dunér

5 Personnel

Number of researchers 3	Others Personnel shared with the Örebro project

6 Time schedule

Starting date 1969	Date of completion (est) 1973

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The National Board of Education, The Social Science Research Council

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65A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

BEST COPY AVAILABLE

11 Methods

Norms are studied with a test using situations as stimuli. In ten situations of relevance to teen-agers, the subjects have expressed their evaluations and action tendencies, as well as those they believe hold for their parents and peers. Using Latent Profile Analysis, the subjects have been divided into five groups having different norm profiles. This was made for each sex separately. These groups are studied from different aspects such as earlier behavior in grades 3 and 6, symptoms in grade 8 (only for girls), and rate of delinquency in grade 9 (only for boys), etc. An extreme group with large differences between the subjects own and the parents norms are separately investigated for the purpose of finding suggestive patterns in background data.

66

12 Main findings

Teen-age norms are stricter than teen-age action tendencies, as measured by the used test. The overall impression is a compromise pattern with the average teen-ager trying to simultaneously take into consideration the often conflicting norm patterns of the parents and peers. Most subjects viewed the parents as norm keepers, but the peers as lenient towards the violation of norms. Conflicts with parents about norms are not felt to be important by most subjects. There appears to be no valid reason for assuming the existence of just one teen-age culture. The attitudes towards parents and peers, as well as the complete norm patterns, differed appreciably between different groups of teen-agers. Five such groups resulting from LPA showed clear differences with regard to adjustment problems in grades 3 and 6. Teen-agers with weak norms had earlier had adjustment problems, been more peer-oriented, and had less satisfactory relations to their parents. These difficulties have increased from grade 3 to grade 6. For girls, the five LPA-groups were compared with regard to frequency of symptoms in grade 8. Finally, a special investigation was performed on a group of teen-agers having norms being very discrepant from the parents´ norms.

13 Bibliographic information

Henricson, M. Tonåringars normer och normkonflikter. (Teen-agers´ norms and norm conflicts.) University of Stockholm, 1971.

Henricson, M. Tonåringar och normer. En undersökning av tonåringars normklimat. (Adolescents and norms. A study of adolescents´ norm climate.) Utbildningsforskning, SÖ FoU-rapport 4, Stockholm: Utbildningsförlaget, 1973. (With English summary.)

Andersson, A-M. & Aronsson, B. 111 Örebroungdomar. En extremgruppsundersökning av normavvikare. (111 teen-agers in Örebro. An extreme-group study of norm deviates.) University of Stockholm, 1971, 68 p.

Sandstedt, A.C. Trots och anpassning hos tonårsflickor. (Opposition and adjustment in teen-aged girls.) University of Stockholm, 1971,

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Domfors, L-Å. Normstränghet och anpassning. En uppföljningsundersökning. University of Stockholm, 1972.

PROJECT DESCRIPTION
Date
1974-08-29

1 Project title

Social adjustment and intrinsic adjustment among adolescent girls

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader 67

David Magnusson
Karin Crafoord

5 Personnel

Number of researchers 1	Others Shared with the Örebro project

6 Time schedule

Starting date 1969	Date of completion (est) 1975

7 Source of finance

The National Board of Education

8 Keywords

Symtom load, asocial, anxiety, social relations, psycho-somatic symptoms, emotional disturbance

9 Background, aims and problem

The purpose is to map the frequencies and types of symptoms of adjustment disturbance in a normal population of 15 year old girls and to relate their symptom load to other earlier and present indications of adjustment.

10 Scope

All girls in grade 8, Örebro 1970: 520 girls. The main group of the Örebro project.

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader 67

David Magnusson
Karin Crafoord

5 Personnel

Number of researchers 1	Others Shared with the Örebro project

6 Time schedule

Starting date 1969	Date of completion (est) 1975

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The National Board of Education

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10 Scope

All girls in grade 8, Örebro 1970: 520 girls. The main group of the Örebro project.

67A

11 Methods

A questionnaire of symptoms, divided into a number of symptom groups: asocial behavior, disturbances in social relations, psychosomatic symptoms, emotional disturbances and disturbances in self-esteem. Data were collected from psychiatric clinics and from the childrens' welfare committee and from the school registers. A sample of the girls were interviewed.

12 Main findings

From the many results presented on the frequency of symptoms a few may be mentioned:

1) Adult beharior is more usual in early years: 22 % have had sexual intercourse, 55 % have been drunk.
2) There are few indications of defiance against parents and other adults.
3) There is a positive correlation between symptom load and disturbed relations to the parents.
4) An hypothesis that disturbed relations to parents may but not necessarily need lead to high symptom load could not be verified. Among girls with high symptom load, there are, however, also girls who are free from symptoms.
5) An hypothesis that asociality and anxiety are two patterns of behavior which exclude each other could not be verified.
6) Anxious girls seem to be in a worse situation during adolescence than asocial girls.

Data from registers are being analyzed.

13 Bibliographic information

Crafoord, K. Symtom eller ålderstypiskt beteende? En studie av 15-åriga flickor. (Symptom or phase? A study of 15 year old girls.) Örebroprojektets delstudie 15, 1972.

Andersson, N-G. Tonårsflickors situation. Intervjustudie av 14-15 åriga flickor. (The situation of adolescent girls. An interview study of 15 year old girls.) Örebroprojektets delstudie 25, Stockholm, 1974.

PROJECT DESCRIPTION
Date
1974-08-26...

BEST COPY AVAILABLE

1 Project title

Socio-economic status, family relations and adjustment
(A substudy of the Örebro project)

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm
Box 6706, 113 85 Stockholm

4 Project - and investigation leader

69

Anders Dunér
David Magnusson

5 Personnel

Number of researchers 3	Others

6 Time schedule

Starting date 1974	Date of completion (est) 1975

7 Source of finance

The National Board of Education. The Swedish Council for Social Science Research

8 Keywords

Emotional climate, development, norms, symptoms, delinquency

9 Background, aims and problem

The purpose is to study the impact of the emotional climate in the family on norm formation, intrinsic and extrinsic adjustment, behavior, achievement and aspirations, and the educational and vocational career. In this study home factors as parents education and income must be considered. The interaction of various factors as SES, income, relations in the family, and their effects on adjustment is to be described.

10 Scope

Investigations are carried out on the main group of the Örebro project, about 1000 children born in 1955.

69A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm
Box 6706, 113 85 Stockholm

4 Project - and investigation leader 69

Anders Dunér
David Magnusson

5 Personnel

Number of researchers 3	Others

6 Time schedule

Starting date 1974	Date of completion (est) 1975

7 Source of finance

The National Board of Education. The Swedish Council for Social Science Research

8 Keywords

Emotional climate, development, norms, symptoms, delinquency

9 Background, aims and problem

The purpose is to study the impact of the emotional climate in the family on norm formation, intrinsic and extrinsic adjustment, behavior, achievement and aspirations, and the educational and vocational career. In this study home factors as parents education and income must be considered. The interaction of various factors as SES, income, relations in the family, and their effects on adjustment is to be described.

10 Scope

Investigations are carried out on the main group of the Örebro project, about 1000 children born in 1955.

69A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Data have been collected with questionnaires, a) about relations to parents, peers and teachers, b) about norms in teenage situations, c) about attitudes to and knowledge on crime, d) about self-reported delinquency, e) about other manifestations of adjustment and f) about attitudes to education and occupations.

12 Main findings

13 Bibliographic information

10.

PROJECT DESCRIPTION
Date
1974-08-30

1 Project title

Life values and their functions in individual decisions

2 ☐ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader 71

Prof David Magnusson

5 Personnel

Number of researchers 1	Others shared with the Örebro project

6 Time schedule

Starting date 1972	Date of completion (est) -

7 Source of finance

The Office of the Chancellor of Swedish Universities

8 Keywords

Life values, adjustment

9 Background, aims and problem

It is supposed that every individual has a consistent pattern of basic life values, that governs his behaviour. It is further supposed that the life values of an individual can be ranked with regard to importance. This assumption has led to the following aims:

a. to try out methods suitable for measuring life values
b. to confirm the hypothesis of stable rankings of life values
c. to study the relationship between life values and individual characteristics
d. to study the governing function of life values for individual behaviour.

10 Scope

For aims a and b an empirical study of pupils in the secondary school has been performed (Study I). For aims c and d two studies within the Örebro project have been performed (Studies II and III).

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Life values and their functions in individual decisions

2 ☐ In progress ☐ Complete

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader 71

Prof David Magnusson

5 Personnel

Number of researchers 1	Others shared with the Örebro project

6 Time schedule

Starting date 1972	Date of completion (est) -

7 Source of finance

The Office of the Chancellor of Swedish Universities

8 Keywords

Life values, adjustment

9 Background, aims and problem

It is supposed that every individual has a consistent pattern of basic life values, that governs his behaviour. It is further supposed that the life values of an individual can be ranked with regard to importance. This assumption has led to the following aims:

a. to try out methods suitable for measuring life values
b. to confirm the hypothesis of stable rankings of life values
c. to study the relationship between life values and individual characteristics
d. to study the governing function of life values for individual behaviour.

10 Scope

For aims a and b an empirical study of pupils in the secondary school has been performed (Study I). For aims c and d two studies within the Örebro project have been performed (Studies II and III).

71A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

Data have been collected by instruments of a questionnaire type. Ordinary statistical methods have been used.

12 Main findings

In study I the hypothesis of stable rankings of life values has been further established. The data from study II and III are now being analysed.

13 Bibliographic information

The results from study I is presented in an undergraduate thesis.

72.

PROJECT DESCRIPTION

Date
1974-08-29

1 Project title

Methodological and empirical problems in the study of change and development

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader 73

Prof David Magnusson
Fil dr Lars R Bergman

5 Personnel

Number of researchers 1	Others Shared with the Örebro project

6 Time schedule

Starting date 1972	Date of completion (est) 1976

7 Source of finance

The Swedish National Board of Education

8 Keywords

Development, change, methodological problems

9 Background, aims and problem

Troublesome methodological problems are connected with the analysis of longitudinal data, for instance the problem of causal inferences and the drop out problem. This project aims at introducing methods and models for treating such problems, and to test these methods on various empirical problems. These include the development of the intelligence structure, sex differences in vulnerability to environmental stress, and the effects of drop out in different situations.

10 Scope

This project is a subproject within the Örebro project.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader 73

Prof David Magnusson
Fil dr Lars R Bergman

5 Personnel

Number of researchers 1	Others Shared with the Örebro project

6 Time schedule

Starting date 1972	Date of completion (est) 1976

7 Source of finance

The Swedish National Board of Education

8 Keywords

Development, change, methodological problems

9 Background, aims and problem

Troublesome methodological problems are connected with the analysis of longitudinal data, for instance the problem of causal inferences and the drop out problem. This project aims at introducing methods and models for treating such problems, and to test these methods on various empirical problems. These include the development of the intelligence structure, sex differences in vulnerability to environmental stress, and the effects of drop out in different situations.

10 Scope

This project is a subproject within the Örebro project.

73A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

A method for the analysis of covariance structures developed by Prof K G Jöreskog has been used for studying the development of the structure of intelligence. Data were taken from the Örebro projekt, and consist of test data from about 1000 school children who were tested at age 10 and retested three years later. A method for measuring "treatment effects" for non-experimental data has also been tested on the same group of children. This method is named "the prediction equation method" (PEM). An analysis of the concept of change has also been done together with an analysis of problems of causal inferences in this connection.

74

12 Main findings

The methodology developed by Prof Jöreskog appeared to give a clear and interpretable description of the development of the structure of intelligence. One result was that basic factors of intelligence can be described as developing independently of each other between the ages 10 and 13. The PEM methodology has been used to see whether groups of boys and girls that had been subjected to environmental stress showed any sex differences in their intellectual development. One result was that large changes in the home environment affected boys' intellectual development more than girls'.

13 Bibliographic information

Bergman, L. R. Change as the dependent variable. Rep. from the Psychol. Lab., University of Stockholm, 1972, Suppl. 14.

Bergman, L. R. Bloom's developmental formula: A methodological note. *Human Development*, *1973*, *16*, 395-396.

Bergman, L. R. Sex differences in intellectual development: Are boys more vulnerable? Rep. from the Psychol. Lab., University of Stockholm, 1974, No. 417.

Olsson, U. & Bergman, L. R. A structural model for testing the age differentiation hypothesis. Örebroprojektet, delstudie nr 21, 1973.

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74

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Bergman, L. R. Bloom's developmental formula: A methodological note. Human Development, 1973, 16, 395-396.

Bergman, L. R. Sex differences in intellectual development: Are boys more vulnerable? Rep. from the Psychol. Lab., University of Stockholm, 1974, No. 417.

Olsson, U. & Bergman, L. R. A structural model for testing the age differentiation hypothesis. Örebroprojektet, delstudie nr 21, 1973.

74A

PROJECT DESCRIPTION
Date
.1974-08-30....

BEST COPY AVAILABLE

1 Project title

New school adjustment model for beginners (NYMF)

2 ☒ In progress ☐ Completed

3 Institute

Pedagogical Centre, Stockholm Local Education Authority

4 Project - and investigation leader . '75

C H Björnsson
Elisabeth Gahnström
Maud Skerfving

5 Personnel

Number of researchers 2 (part-time)	Others

6 Time schedule

Starting date 1969	Date of completion (est) 1974

7 Source of finance

Stockholm Local Education Authority

8 Keywords

Primary education. Immaturity. Remedial teaching.

9 Background, aims and problem

The aim of the experiment is to compare the results of two treatment models for emotionally, intellectually and socially deviant school starters:
1. Placing these children in a class for immature children.
2. Co-ordinated remedial instruction in the ordinary class.

The investigating team is also studying the development of non-deviant children in the experimental classes as well as in classes from which deviant children have been removed to a school maturity class.
The experiment began in the autumn term of 1969. As the curriculum of 1969 (Lgr 69) has come into force the experiment has become an examination of co-ordinated remedial instruction, proposed in Lgr 69.

10 Scope

The project comprised appr. 1 000 pupils from schools in Stockholm, divided in different types of experiment and control groups.

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

New school adjustment model for beginners (NYMF)

2 ☒ In progress ☐ Completed

3 Institute

Pedagogical Centre, Stockholm Local Education Authority

4 Project - and investigation leader 75

C H Björnsson
Elisabeth Gahnström
Maud Skerfving

5 Personnel

Number of researchers 2 (part-time)	Others

6 Time schedule

Starting date 1969	Date of completion (est) 1974

7 Source of finance

Stockholm Local Education Authority

8 Keywords

Primary education. Immaturity. Remedial teaching.

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10 Scope

The project comprised appr. 1 000 pupils from schools in Stockholm, divided in different types of experiment and control groups.

75A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods:

Investigation of school readiness
Tasks of school adjustment
Egidius' group test
Reading test
Mathematical test
Interviews
Observation schedules
Questionnaires.

12 Main findings:

Results have now been gathered and analysed for a final report from grade 1.

Principally they touch upon:

1. The teachers' experiences of the experiment work.
2. The pupils' experiences of their schooling.
3. The levels of ability and knowledge of the pupils at the beginning and end of grade 1.
4. The teachers judgment of the behavior of deviant children in experimental classes as well as in classes for immature children.

13 Bibliographic information

Report no. 48 from Pedagogiskt centrum: Gahnström, E & Skerfving, M, Ny inskolningsmodell för nybörjare. 1. Projektets bakgrund. 1973. 36 pages.

76.

PROJECT DESCRIPTION

Date

Aug 29th 1974

1 Project title

**Working environment and pupils welfare on junior level
(evaluation of the resulat)**

2 ☒ In progress ☐ Completed

3 Institute

Pedagogical Centre at the Stockholm Local Education Authority

4 Project - and investigation leader 77

**School inspector Barbro Billing
Laborator Herbert Davidson**

5 Personnel

Number of researchers 1	Others 0

6 Time schedule

Starting date 1973	Date of completion (est) 1976

7 Source of finance

The community of Stockholm

8 Keywords

Primary school. Multipurpose classroom. Team teaching. T-group. Child care.

9 Background, aims and problem

Background: Proposal about experimental activity on junior level from "The Working team for improved pupil welfare on junior level", 1971.

Aim: To improve the total schoolsituation by increased pupil and personal welfare and alteration of the school environment.

Problems: Measuring the effects of
- **varying working methods**
- **training-group under a kindergarten teacher**
- **team teaching**
- **clinic group for di~~s~~sturbed pupils**
- **free-time home**

10 Scope

Beginners 1973-1976, starting with about 90 pupils in grade one 1973.

[illegible] environment and pupils welfare on junior level
(evaluation of the resulat)

2 ☒ In progress ☐ Completed

3 Institute

Pedagogical Centre at the Stockholm Local Education Authority

4 Project - and investigation leader 77

School inspector Barbro Billing
Laborator Herbert Davidson

5 Personnel

Number of researchers 1	Others 0

6 Time schedule

Starting date 1973	Date of completion (est) 1976

7 Source of finance

The community of Stockholm

8 Keywords

Primary school. Multipurpose classroom. Team teaching. T-group. Child care.

9 Background, aims and problem

Background: Proposal about experimental activity on junior level from "The Working team for improved pupil welfare on junior level", 1971.

Aim: To improve the total schoolsituation by increased pupil and personal welfare and alteration of the school environment.

Problems: Measuring the effects of
varying working methods
training-group under a kindergarten teacher
team teaching
clinic group for disturbed pupils
free-time home

10 Scope

Beginners 1973-1976, starting with about 90 pupils in grade one 1973.

77A

11 Methods

A. Indiviual and group tests

B. Inquiries

C. Interviews

12 Main findings

Preliminary report 1974. Final report 1976.

13 Bibliographic information

78.

PROJECT DESCRIPTION

Date

74-08-26

1 Project title

Dropouts in comprehensive school

2 ☒ In progress ☐ Completed

3 Institute

Pedagogical Centre in Stockholm

4 Project - and investigation leader 79

Ingemar Emanuelsson

5 Personnel

Number of researchers 1	Others

6 Time schedule

Starting date 1969	Date of completion (est) 1975

7 Source of finance

The Stockholm Local Education Authority

8 Keywords

Interruption of studies, follow-up, school fatigue, dropout

9 Background, aims and problem

The extension of the period of compulsory attendance creates considerable problems for many pupils. School-fatigued pupils ask to be allowed a break in their studies before they have completed their compulsory schooling. The Education Act and other regulations recommend a restrictive policy in the granting of such requests. The officers who have to consider individual cases often confess to being at a loss what to decide. The material available in the form of applications received by the Stockholm Education Authority should cast valuable light on the problems mentioned in connection with the suspension of studies.

10 Scope

The material comprises the 454 pupils in Stockholm who interrupted their comprehensive school attendance during the period 1.7.64 - 31.12.68 together vith c. 1 400 pupils in grades 7-9 of comprehensive schools in Stockholm. Some 450

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Dropouts in comprehensive school

2 ☒ In progress ☐ Completed

3 Institute

Pedagogical Centre in Stockholm

4 Project - and investigation leader 79

Ingemar Emanuelsson

5 Personnel

Number of researchers 1	Others

6 Time schedule

Starting date 1969	Date of completion (est) 1975

7 Source of finance

The Stockholm Local Education Authority

8 Keywords

Interruption of studies, follow-up, school fatigue, dropout

9 Background, aims and problem

The extension of the period of compulsory attendance creates considerable problems for many pupils. School-fatigued pupils ask to be allowed a break in their studies before they have completed their compulsory schooling. The Education Act and other regulations recommend a restrictive policy in the granting of such requests. The officers who have to consider individual cases often confess to being at a loss what to decide. The material available in the form of applications received by the Stockholm Education Authority should cast valuable light on the problems mentioned in connection with the suspension of studies.

10 Scope

The material comprises the 454 pupils in Stockholm who interrupted their comprehensive school attendance during the period 1.7.64 - 31.12.68 together vith c. 1 400 pupils in grades 7-9 of comprehensive schools in Stockholm. Some 450 upper level teachers in Stockholm are also involved.

79A

11 Methods

Rewiew of registers, journals, personal contacts etc.
Questionnaires to headteachers and other staff categories involved.
During the follow-up stage data will be collected from registers and by means of questionnaires etc.
Attitude, intelligence and interest measurements of pupils.
Questionnaire to upper level teachers concerning attitude to school fatigue and suspension of studies.
Policy models will be constructed and tested on the basis of the survey and follow-up study.

80

12 Main findings

13 Bibliographic information

Emanuelsson, I. (1970). Studieavbrott i grundskolan. Litteraturgenomgång, projektplanering och förstudier. Stencil. Pedagogiskt utvecklingsarbete vid Stockholms skolor, Nr 13.

Emanuelsson, I. (1971). Studieträning på högstadiet. Litteraturgenomgång, projektplanering och förstudier. Pedagogiskt utvecklingsarbete vid Stockholms skolor, Nr 22.

Emanuelsson, I., Flood, B., Hederoth, G., Rosenquist, K. (1971). Studieavbrott i grundskolan 2. Högstadielärares inställning till skolleda och studieavbrott. Pedagogiskt utvecklingsarbete vid Stockholms skolor, Nr 34.

Emanuelsson, I., Jiveskog, L-O. (1973). Studieavbrott i grundskolan 3. Studieavbrytares bakgrund. Pedagogiskt utvecklingsarbete vid Stockholms skolor, Nr 47.

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Emanuelsson, I. (1971). Studieträning på högstadiet. Litteraturgenomgång, projektplanering och förstudier. Pedagogiskt utvecklingsarbete vid Stockholms skolor, Nr 22.

Emanuelsson, I., Flood, B., Hederoth, G., Rosenquist, K. (1971). Studieavbrott i grundskolan 2. Högstadielärares inställning till skolleda och studieavbrott. Pedagogiskt utvecklingsarbete vid Stockholms skolor, Nr 34.

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PROJECT DESCRIPTION

Date

1974-08-23

1 Project title

The students' work load

2 ☒ In progress ☐ Completed

3 Institute

Pedagogiskt centrum vis Stockholms skoldirektion. Sektion 3: gymnasiestadiet (The Pedagogical centre at the Stockholm city education authority. Section 3: upper secondary level)

4 Project - and investigation leader

81

Project leader: Bengt Ahnmé
Investigation leader: Gun Sjöberg

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1969/70	Date of completion (est) 1975/76(part 1)

7 Source of finance

Stockholms kommun (Stockholm city)

8 Keywords

Secondary school, students' work

9 Background, aims and problem

The students in the Swedish "gymnasium" (roughly corresponding to the American senior high school) are generally said to have a great work load. This part of the project aims at making a broad survey of the total working situation - not only the amount of homework- of the students in the "gymnasium" schools in Stockholm. The main study was preceded by interviews with a sample of students in order to get preliminary information on how to arrange the investigation in such a way as to make the students willing to co-operate and to put their names on the questionnaires.

10 Scope

__Pre-study:__An unsystematic sample of 300 students from several senior high schools in the neighborhood of Stockholm.__Main study:__All students in grade 2 of the 3-and 4-year lines of the senior high schools in Stockholm, 24 schools, 128 classes, 3144 pupils.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

2 ☒ In progress ☐ Completed

3 Institute

Pedagogiskt centrum vis Stockholms skoldirektion.Sektion 3: gymnasiestadiet (The Pedagogical centre at the Stockholm city education authority.Section 3: upper secondary level)

4 Project - and investigation leader 81

Project leader: Bengt Ahnmé
Investigation leader: Gun Sjöberg

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1969/70	Date of completion (est) 1975/76(part 1)

7 Source of finance

Stockholms kommun (Stockholm city)

8 Keywords

Secondary school, students' work

9 Background, aims and problem

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Pre-study:An unsystematic sample of 300 students from several senior high schools in the neighborhood of Stockholm.Main study:All students in grade 2 of the 3-and 4-year lines of the senior high schools in Stockholm,24 schools,128 classes,3144 pupils.

81A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Pre-study autumn 1971. Interviews and questionnaires about the relevance and importance of the issues asked about, and about the possibility of persuading students to write their names.

Main study spring 1972. Data were collected in the classes by means of a non-anonymous questionnaire. Variables: school equipment, home work and study habits, types of school work, working times, absence, school democracy and attitudes to the school.

12 Main findings

Pre-study. The students attached importance to issues such as teachers, school buildings, syllabuses . Out-of-class activities and relationships to teachers, parents and to other students seemed to be of minor importance. Questions on social background were judged as highly irrelevant to the subject matter and to evoke a very strong resistance among the students. According to the students, it would be wise to discard such questions, otherwise the whole investigation might well be risked.

Main study. The non-responses were less than 1%. Less than 3% of the students refused to give their names. Until now, answers to questions about environment, eating and sleeping habits and working time have been analyzed. The pupils were more satisfied with the quantity than the quality of classrooms, laboratories etc. All schools provide free lunch: 70% of the boys and 50% of the girls partook of school-lunch every day. Those who did not eat at school primarily referred to the quality of the food and the environment at the dining hall. The students calculated that their weekly working time in school was approximately 22-25 hours. Girls stated that their homework took them about 9½ hours/week, while boys estimated that their homework took 6½ hours.

13 Bibliographic information

SJÖBERG,G. Gymnasisternas arbetsförhållanden 1. Stockholm 1972. (Pedagogiskt Utvecklingsarbete vid Stockholms skolor, nr 38.) (Pre-study)
SJÖBERG,G. Gymnasisternas arbetsförhållanden 2. Stockholm 1973.(Pedagogiskt Utvecklingsarbete vid Stockholms skolor, nr 51.) (Describes the population)
SJÖBERG,G. Gymnasisternas arbetsförhållanden 3. Stockholm 1974. (Pedagogiskt Utvecklingsarbete vid Stockholms skolor, nr 56.) (Environment, eating and sleeping habits, working time)

PROJECT DESCRIPTION
Date
1974-08-28

1 Project title

The Westmanland investigation (VMU)

2 ☒ In progress ☐ Completed

3 Institute

Stockholm School of Education
Department of Educational Research

4 Project - and investigation leader 83

Bengt-Olov Ljung
Yngve Carlsten

5 Personnel

Number of researchers 2	Others 0

6 Time schedule

Starting date 1970	Date of completion (est) 1975

7 Source of finance

National Swedish Board of Education, L3:1 Bureau

8 Keywords

Follow-up study, General education, Drop out, Marking, Achievement control

9 Background, aims and problem

The Westmanland investigation is primarily based on the so-called upper secondary school prognosis investigation (GPU). Overall problems covered include an analysis of educational and vocational routes. Specific problems include those connected with the transition via upper level of comprehensive school to upper secondary school and via upper secondary school to university and college, the socio-economic structure of school classes, the educational problems of adults and immigrants and the position of low performers. As regards the latter, particular attention is being devoted to pupils who have proceeded direct to gainful employment.

10 Scope

All pupils in the county of Westmanland belonging to grade 9 in the school year 1965/66 (c 3 700 pupils in all). For presentation of completed sub-studies reference is made to the bibliographic information.

2 ☒ In progress ☐ Completed

3 Institute

Stockholm School of Education
Department of Educational Research

4 Project - and investigation leader 83

Bengt-Olov Ljung
Yngve Carlsten

5 Personnel

Number of researchers 2	Others 0

6 Time schedule

Starting date 1970	Date of completion (est) 1975

7 Source of finance

National Swedish Board of Education, L3:1 Bureau

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83A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Existing data referring among other things to school careers in the upper level of comprehensive school include: marks, options, course preferences, examination and test results, socio-economic background and various questionnaire data. Further contact with this age-group has so far made it possible to follow their progress up to the age of 21. During 1970/71 questionnaire data were collected concerning personal instances of the use and experience of education at the upper level of comprehensive school, further education and vocational activities.

For an account of the disposition of the projekt see p 13.

12 Main findings

The results of the investigation have appeared in Swedish in the form of a number of reports dealing with sub-studies. For an account of results reported see p 13.

13 Bibliographic information

Carlsten, Y. 1973-10-20:

The Westmanland Survey. A concise account of the disposition of the project of current and scheduled activities and of results reported (not translated).

PROJECT DESCRIPTION
Date
1974-08-30

BEST COPY AVAILABLE

1 Project title

Children and life (Barn och livsfrågor) BaLi

2 ☒ In progress ☐ Completed

3 Institute

Department of educational research
School of education, Stockholm

4 Project - and investigation leader 85

Sven G. Hartman
Gunilla Dahlberg
Sten Pettersson

5 Personnel

Number of researchers 2	Others

6 Time schedule

Starting date 1973/74	Date of completion (est) 1977/78

7 Source of finance

The national board of education

8 Keywords

Ideology, religion, interest, development, preschool, primary school

9 Background, aims and problem

The project studies some developmental requirements for the school's goal to create an understanding attitude towards ideological and ethical matters and to enhance the personal development in school children. This will be done through

studying what thoughts and questions concerning human life are of current interest for children at the preschool and primary school

correlating these thoughts and questions to other variables such as cognitive development and social background

obtaining information about the techers' difficulties and desirata connected with childrens' questions concerning ideological matters

examining the educational difficulties that arise from childrens' questions concerning ideological matters

10 Scope

The first year was dedicated to an inventory of teachers difficulties and to planning. The second year will be dedicated to pilot studies and to developing test instruments.

85A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of educational research
School of education, Stockholm

4 Project - and investigation leader 85

Sven G. Hartman
Gunilla Dahlberg
Sten Pettersson

5 Personnel

Number of researchers 2	Others

6 Time schedule

Starting date 1973/74	Date of completion (est) 1977/78

7 Source of finance

The national board of education

8 Keywords

Ideology, religion, interest, development, preschool, primary school

9 Background, aims and problem

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85A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

For the inventory concerning the teachers difficulties mail questionaires and interviews were used.

For the child studies a projective inventory method is revised originally designed for children about ten years old.

12 Main findings

13 Bibliographic information

86.

PROJECT DESCRIPTION

Date
30/8 1974

BEST COPY AVAILABLE

1 Project title

A follow-up study by the National Board of Education and the School of Education of the maturity process in growing pupils.

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational and Psychological Research of the Stockholm School of Education.

4 Project - and investigation leader 87

Project leader: Siv Fischbein

Tutor: Bengt-Olov Ljung

5 Personnel

Number of researchers 2	Others 2

6 Time schedule

Starting date 1964	Date of completion (est) 1976

7 Source of finance

National Board of Education, Bureau L3. Annual costs: 190 000:- Sw.cr.

8 Keywords

Child development, maturity, puberty, twins

9 Background, aims and problem

The SLU-project is a longitudinal study of certain aspects of the physical and mental growth in twins and unrelated coevals.
The main purpose of the investigation is on the one hand to study the physical and mental growth in school children, on the other hand to study hereditary and environmental influences by means of the twin group.

10 Scope

The investigation was initiated in the spring of 1964, when most of the participating pupils were in grade 3. They were sampled from 40 different

91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational and Psychological Research of the Stockholm School of Education.

4 Project - and investigation leader 87

Project leader: Siv Fischbein

Tutor: Bengt-Olov Ljung

5 Personnel

Number of researchers 2	Others 2

6 Time schedule

Starting date 1964	Date of completion (est) 1976

7 Source of finance

National Board of Education, Buraeu L3. Annual costs: 190 000:- Sw.cr.

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The main purpose of the investigation is on the one hand to study the physical and mental growth in school children, on the other hand to study hereditary and environmental influences by means of the twin group.

10 Scope

The investigation was initiated in the spring of 1964, when most of the participating pupils were in grade 3. They were sampled from 40 different cities and consisted of 91 monozygotic twin pairs, 135 dizygotic like-sexed and 97 unlike-sexed twin pairs together with 1193 unrelated coevals. 87A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods:

Height- and weightmeasurements and a rating of the development of the secondary sexual characteristics have been carried out every half year from grade 3 to grade 9. For the boys continuing upper secondary school there are measurements for an additional year. Information on menarche has been collected for the girls.
From grade 3 to grade 6 the students have completed every year atest measuring concentration, persistance and achievement. (Kup). A smaller group of pupils have completed the test in grade 7 as well.
Standardized achievement test results and the students' ratings of their own results have been collected in grade 3 for the subjects swedish and mathematics and in grade 6 for mathematics. In grade 3 and grade 6 teacher ratings were also collected for the participating students. Marks in the subjects swedish, mathematics and english are available from grade 6.
A multidimensional test measuring certain factors of importance for the development during puberty and a sociometric test has been carried out in grade 4 and 6.
In grade 5 certain parts of an intelligence test (DBA) have been given to the participating students.
Certain additional socioeconomic information about the pupils are at present being collected.

88

12 Main findings:

Height- and weightdiagrams have been constructed on the basis of the SLU-material and are presently being tryed out in the school health departments.
Data processing of the physiological measurements in the SLU-project shows a secular trend, that is today's school children are on the average taller and the physical growth spurt comes earlier than before. There is also a difference of approximately 2 years between boys and girls in physical maturity. On the whole the variation in this respect is very great and the difference amounts to approximately 7 years between the earliest maturing girl and latest maturing boy.
Data processing of the Kup-test shows a continual growth of achievement for both boys and girls from grade 4 to grade 6. In grade 6 the girls have significantly better results than the boys.
Preliminary results from the students' ratings of their own achievement in connection with the standardized tests in grade 3 and 6 does not show, as was expected, a growing realism in their judgments with growing age. On the other hand the students seem to be more consistent in their judgments in grade 6 compared to grade 3.

13 Bibliographic information

Brucefors, Agneta. The SLU-project 1964-1971. Report no.66 from the Educational Department at the Stockholm School of Education, 1972. 25 pages. (In Swedish).

Olofsson, Lars-Erik. Method and computer program for the calculation of standard height and weight tables. Report no.76 from the Educational Department at the Stockholm School of Education, 1972. 22 pages. (In Swedish).

Brucefors, Agneta. The Kup-test. A test measuring concentration, perseverance and performance. Report no.78 from the Educational Department at the Stockholm School of Education, 1972. 47 pages. (IN Swedish).

Brucefors, Agneta. Concentration, perseverance and performance. Results from grade 4, 5 and 6 on the Kup-test. Report no.87 from the Educational Department at the Stockholm School of Education, 1973. 63 pages. (In Swedish).

The SLU-project. Height and weight in Swedish school children at the age of 10-17. Report no.89 from the Educational Department at the Stockholm School of Education, 1973. 47 pages. (In Swedish).

Bergsten-Brucefors, Agneta. Menarcheal age in Swedish school girls. Report no.105 from the Educational Department at the Stockholm School of Education, 1974. 31 pages. (In Swedish).

Fischbein, Siv. Achievement ratings in grade 3 and 6.(In press). (In Swedish).

Ljung, Bergsten-Brucefors & Lindgren. The secular trend in physical growth in Sweden. Annals of Hu[illegible] 1974 vol 1 no 3. 245-256.

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Ljung, Bergsten-Brucefors & Lindgren. The secular trend in physical growth in Sweden. Annals of Human Biology, 1974,vol.1,no.3, 245-256.

PROJECT DESCRIPTION

Date

20.8.1974

1 Project title

Cooperation in the classroom
Group-Work Training

2 ☐ In progress ☒ Completed

3 Institute

Department of Education, University of Umeå and Umeå School of Education

4 Project - and investigation leader 89

Thor Egerbladh

5 Personnel

Number of researchers One	**Others**

6 Time schedule

Starting date 1970	**Date of completion (est)** 1974

7 Source of finance

National Board of Education

8 Keywords

Cooperation, groupwork, Theory of Instruction

9 Background, aims and problem

Current curriculum intentions concerning cooperation and groupwork.
To define the concept of groupwork.
To construct and test principals and strategies for groupwork training.
"Which effects on the behavior and achievement of the pupils has a systematic groupwork training?"

10 Scope

Three pilot-studies were conducted 1970/71. The main study was conducted with eight experimental classes and eight control classes during eight weeks.

89 A

2 ☐ In progress ☒ Completed

3 Institute

Department of Education, University of Umeå and Umeå School of Education

4 Project - and investigation leader 89

Thor Egerbladh

5 Personnel

Number of researchers One	Others

6 Time schedule

Starting date 1970	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

Cooperation, groupwork, Theory of Instruction

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"Which effects on the behavior and achievement of the pupils has a systematic groupwork training?"

10 Scope

Three pilot-studies were conducted 1970/71. The main study was conducted with eight experimental classes and eight control classes during eight weeks.

89 A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

1 Systematic observations with a time-sampling method
2 Two parallel achievement tests
3 Two different knowledge tests concerning examination behavior
4 Pupil- and teacherquestionaires
Chi-square, t-test, two-way analysis of variance and median-test.

12 Main findings

Compared with normal groups expected significant differences were obtained concerning work-distribution, communication and reporting behavior. No significant differences concerning other observed categories. Most groupwork-achievements were improved. No crucial differences concerning examination behavior. Pupils and teachers showed positive attitudes towards the groupwork-instructions.

13 Bibliographic information

Egerbladh, T.	Group-Work Training. Unpublished doctoral dissertation. University of Umeå, 1974. (Summary in English).

90.

PROJECT DESCRIPTION

Date
1974-08-28

1 Project title

Study situation and study habits in grade 1 of the Swedish upper secondary school - project SSIG

2 ☐ In progress ☒ Completed

3 Institute

The Institute of Education, University of Uppsala

4 Project - and investigation leader 91

Project leader: Professor Lars-Gunnar Holmström
Investigation leader: Annika Lundmark

5 Personnel

Number of researchers 2	Others -

6 Time schedule

Starting date 1970	Date of completion (est) 1973

7 Source of finance

The National Board of Education

8 Keywords

Achievement motivation, secondary education, study method

9 Background, aims and problem

The aim of the investigation has mainly been to give a review of the research work concerning the problem of the influence of study habits and study skills and to further elucidate these variables influence on pupil achievement.

10 Scope

The investigated group has been 800 pupils in grade 1 of the upper secondary school in Uppsala 1970-1971.

91 A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

Study situation and study habits in grade 1 of the Swedish upper secondary school - project SSIG

2 ☐ In progress ☒ Completed

3 Institute

The Institute of Education, University of Uppsala

4 Project - and investigation leader 91

Project leader: Professor Lars-Gunnar Holmström
Investigation leader: Annika Lundmark

5 Personnel

Number of researchers 2	Others -

6 Time schedule

Starting date 1970	Date of completion (est) 1973

7 Source of finance

The National Board of Education

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10 Scope

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91A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

The data come from intelligence tests and study skill tests, questionnaires about study habits, achievement motivation and social conditions and from lists of marking at the end of grade 1.

The analysis has been carried out by aid of group comparisons and different kinds of correlations between all variables.

12 Main findings

We have found correlations between intelligence, marks and study skills. The correlation between study skills and the pupils' marks diminishes, when by aid of partial correlation analysis, the influence of intelligence is eliminated.

Study habits and achievement motivation are correlated, intending that the pupil with strong achievement motivation really is active in connection with his studying and demonstrates what is called "good" study habits. Further are these two mentioned variables correlated with the pupils' marks. When achievement motivation is partialed out, the result is that the study habits no more have any common variance with the marks.

The group analysis gives some hints that training reading is to recommend in order to facilitate the study work and increase the achievement in school.

13 Bibliographic information

Lundmark, Annika Studiesituation och studievanor i åk 1 i gymnasieskolan. Litteraturgenomgång och resultatredovisning. Lic.avhandling, pedagogiska institutionen, Uppsala universitet, 1973 (in Swedish).

BEST COPY AVAILABLE

PROJECT DESCRIPTION

Date
1974-08-29

1 Project title

Problems of Transition between Grades and School Forms

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader 93

Rune Axelsson, Bengt Ekman, Karl-Georg Ahlström.

5 Personnel

Number of researchers 1	Others

6 Time schedule

Starting date 1971	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

Affective development. Social development. Transition. Individualized teaching. Information need. Educational information. Diagnosis. Information. Parent participation. Extra-curricular activities.

9 Background, aims and problem

The aim of the project is to find ways during the introductory period when a student is just starting a particular division in the school system to:

1. make it easier to draw up individual programs by giving the prospective teacher the best possible information concerning both the students knowledge and abilities and their non-cognitive functions, as well as their work habits and social relations,
2. to involve the students in the planning of the instruction and thereby achieve increased motivation,
3. to inform the students about the nature of the work in the new division.

10 Scope

Experimental and control groups including 11 schools, 25 classes, 540 pupils, their parents, teachers and advisors, as well as school adminstrators.

93A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader 93

Rune Axelsson, Bengt Ekman, Karl-Georg Ahlström.

5 Personnel

Number of researchers 1	Others

6 Time schedule

Starting date 1971	Date of completion (est) 1974

7 Source of finance

National Board of Education

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Experimental and control groups including 11 schools, 25 classes, 540 pupils, their parents, teachers and advisors, as well as school adminstrators.

93A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

Review of the literature on the evaluation of non-cognitive functions. Procedures used with the experimental group: In grade 6 procedures drawn up by teacher groups were used, as well as teacher contacts between divisions, student advisor conferences and information to teachers, students and parents. At the beginning of grade 7, a comprehensive diagnosis of the pupils cognitive and non-cognitive functions was carried out, in order to make it easier to draw up individual student programs.

Measurements: The students' emotional and social adaptation was determined by questionnaires. Standardized tests, progress and grades are collected from grade 6 and measurements of the students' knowledge and abilities in, mainly, mathematics, English, Swedish and civics takes place in grade 7. The experience of the pupils, the advisors, and the teachers and school officials with the procedure used during the transfer stage will be evaluated. In addition, while the effects of the procedures being used with the experimental classes are being recorded, there will be a successive follow-up of the processes being used in the control classes.

12 Main findings

No conclusions are yet available.

13 Bibliographic information

Axelsson, Rune. Resultat av arbetet inom lärargrupperna vid Johannesbäcksskolan vårterminen 1971 nr 1. Pedagogiska utvecklingsblocket i Uppsala. Skolstyrelsen. Uppsala kommun.

Axelsson, Rune. Åtgärder i åk 6. Inskolningsperioden åk 7. Nr 2 1971. Pedagogiska utvecklingsblocket i Uppsala. Skolstyrelsen. Uppsala kommun.

Axelsson, Rune & Ekman, Bengt. Redovisning av en riksrepresentativ enkät. D.1. Nr 3 1973. Pedagogiska utvecklingsblocket i Uppsala. Skolstyrelsen. Uppsala kommun.

Axelsson, Rune & Ekman, Bengt. Redovisning av en riksrepresentativ enkät. D.2. Nr 4 1973. Pedagogiska utvecklingsblocket i Uppsala. Skolstyrelsen. Uppsala kommun.

Handicapped

PROJECT DESCRIPTION

Date
1974-08-28

BEST COPY AVAILABLE

1 Project title

School integration of physically disabled pupils.

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Gothenburg School of Education

4 Project - and investigation leader 96

Karin Paulsson

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1977

7 Source of finance

The National Board of Education

8 Keywords

9 Background, aims and problem

The aim is to analyze the school situation of physically disabled pupils integrated in normal classes or in special classes for disabled pupils. The intention of the project is to describe the situation of the disabled child and how this affects the teacher and other pupils in the class. How the children's treatment situation and leisure time are influenced by the different school placings will also be studied.

10 Scope

The group to be investigated comprises 240 physically disabled pupils in the comprehensive school all over Sweden. The pupils themselves, their parents teachers, headmasters and physiotherapists will be interviewed.

96A

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Gothenburg School of Education

4 Project - and investigation leader 96

Karin Paulsson

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1977

7 Source of finance

The National Board of Education

8 Keywords

9 Background, aims and problem

The aim is to analyze the school situation of physically disabled pupils integrated in normal classes or in special classes for disabled pupils. The intention of the project is to describe the situation of the disabled child and how this affects the teacher and other pupils in the class. How the children's treatment situation and leisure time are influenced by the different school placings will also be studied.

10 Scope

The group to be investigated comprises 240 physically disabled pupils in the comprehensive school all over Sweden. The pupils themselves, their parents teachers, headmasters and physiotherapists will be interviewed.

96 A

11 Methods

Data from an inquiry sent to all disabled pupils in the comprehensive school will be used as a base for selecting the group of investigation. Other methods will be interviews and rating scales.

12 Main findings

13 Bibliographic information

97.

PROJECT DESCRIPTION
Date
..30.8.1974..

1 Project title

Handicapped Children Integrated in School-Classes.

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Lund, Fack,
S-220 07 Lund 7

98

4 Project - and investigation leader

Professor Ingvar Johannesson

5 Personnel

Number of researchers 2 1/2	Others 1

6 Time schedule

Starting date 1971	Date of completion (est) 1974

7 Source of finance

The National Board of Education, Stockholm

8 Keywords

BASIC SCHOOL, HANDICAP, ATTITUDE, SOCIAL STATUS, ADJUSTMENT

9 Background, aims and problem

1. Studies of the handicapped pupils' experience of their school situation. Is the handicapped child well-adjusted to the school environment? hat social status do they have among their classmates? How do they feel about their social relations? What self-concepts and self-evaluations do they have compared to those of other children?
2. Studies of attitudes to handicapped children and to their integration in the class. How do the children feel about their handicapped classmates? How do parents feel about their handicapped children being integrated in normal classes? What is the attitude of the teachers in this respect?
3. Methods and material for a more intensive cooperation between children in school classes have been constructed and tested in about 20 school-classes.

10 Scope

The investigation includes 1.800 pupils from grades 1, 3, 4, 6, 7 and 8 from three schools in Helsingborg.

91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Lund, Fack,
S-220 07 Lund 7

4 Project - and investigation leader 98

Professor Ingvar Johannesson

5 Personnel

Number of researchers 2 1/2

Others 1

6 Time schedule

Starting date 1971

Date of completion (est) 1974

7 Source of finance

The National Board of Education, Stockholm

8 Keywords

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9 Background, aims and problem

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

Data for analysis and study of the problems have been collected with the following research instruments:

1. The pupils´ experience of their school situation.
a) Pupils´ attitudes to school (their well-being has been investigated by questionnaries)
b) Social status and social relations are studied by sociometric tests
c) The pupils´ self-esteem is studied by self-ratings
d) The pupils are rated by their head teachers.
2. Attitudes to handicapped children from people in their environment.
a) Pupils´ attitudes to different forms of handicap are studied by their reactions to descriptions of various handicaps
b) Parents´ attitudes are studied by questionnaries
c) Teachers´ attitudes are also studied by wuestionnaries.

12 Main findings

The data collection has to the greatest extent been concentrated in the months March-May 1972. Results from the first part of the study has been published in a comprehensive report 1973.

13 Bibliographic information

Bergvall, E., Hansén, C. and Andersson, L.: Upplevelse av skolsituationen och omgivningens inställning. 1973.

PROJECT DESCRIPTION

Date
1974-08-26

BEST COPY AVAILABLE

1 Project title

DEVELOPMENT OF IDENTITY OF MENTALLY RETARDED AAND ANALYSIS OF MEASURES.

2 ☒ In progress ☐ Completed

3 Institute

Pedagogical Institute, University of Lund

4 Project - and investigation leader 100

Scientific Leader: Ingvar Johannesson
Projectleader: Ingrid Liljeroth

5 Personnel

Number of researchers 4/5	Others 1

6 Time schedule

Starting date 1970	Date of completion (est) 1975

7 Source of finance

Bureau L 3:1, National Board of Education

8 Keywords

Mentally retarded l- Identity - Actions research

9 Background, aims and problem

The work was initiated by our experience with a construction of a method for primary ADL-training. We were unsatisfied with what the learning theory gave us in the work. We needed an analyses of the goals from the standpoint of the mentally retarded.
Our aim was to reach deeper knowledge about the mentally retarded as individual and about his relation to the environement. We then analysed how a developing miljeu ought to be shaped and how we should be able to shape it for both the mentally retarded and their environment.

The following areas are treated: The development of identity of the mentally retarded, general goals, programs and methods, the environment of the mentally retarded and the mentally retarded in the organisation.

10 Scope

We have worked with 100 mentally retarded intensely. Theyare on different levels and live and go to schools in different milieus. We have also worked with parents and personal.

DEVELOPMENT OF IDENTITY OF MENTALLY RETARDED AAND ANALYSIS OF MEASURES.

2 ☒ In progress ☐ Completed

3 Institute

Pedagogical Institute, University of Lund

4 Project - and investigation leader 100

Scientific Leader: Ingvar Johannesson
Projectleader: Ingrid Liljeroth

5 Personnel

Number of researchers	Others
4/5	1

6 Time schedule

Starting date	Date of completion (est)
1970	1975

7 Source of finance

Bureau L 3:1, National Board of Education

8 Keywords

Mentally retarded l- Identity - Actions research

9 Background, aims and problem

The work was initiated by our experience with a construction of a method for primary ADL-training. We were unsatisfied with what the learning theory gave us in the work. We needed an analyses of the goals from the standpoint of the mentally retarded.
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100A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Our goal to work for a developing environment demands understanding of their needs, interest and intentions. This means that there is a need of an understanding theory that can be a support in a process of interpretation. Therefore we have chosen a hermenuetic philosophy. Our interest of knowledge is hermeneutic and critical-emancipatory. Our choice of theory psychoanalytic theory and Piaget's kognitive theory. Our method is action research that is build in dialogue and works with a formulation of contradictions. Kriteria are a kriteria of meaning and a kriteria of emancipation. They are connected to ~~to~~ the interests of knowledge and to the work with theory and practice.

We have been koncentrated on different levels in the work of mental retardation: Individuals, groups and structures. We began with the individuals and formulated then general knowledges in goals and programs. We have also discussed the konsequencies of the structure of organisations.

12 Main findings

We have analysed the development of identity of the mentally retarded and have seen it through a normal theory.

General goals: We have analysed what is important of different miljeus (living, schools and leisure time) and what it means for the individual and his development.

Program and method: We have discussed from the theoretical standpoint what a program is and what methods stand for.

The environment: What the environment needs for development is analysed and methods are tested.

O rganisation: Here we also have analysed the organisation and what it stand for and what is needed to get possibilities to develop.

13 Bibliographic information

In october 1974 a scientific report is ready.

1975 this report is translated to material to be used in the work (books, films, etc.).

101.

PROJECT DESCRIPTION
Date
1974-09-06..

1 **Project title**

The linguistic status of sign language

2 ☒ In progress ☐ Completed

3 **Institute**

The Institution of Linguistics, University of Stockholm

4 **Project - and investigation leader** 102

Professor Bengt Sigurd

5 **Personnel**

Number of researchers 1 assistant (Brita Bergman)	Others

6 **Time schedule**

Starting date July 1972	Date of completion (est) June 1975

7 **Source of finance**

National Board of Education

8 **Keywords**

sign language, teaching of the deaf

9 **Background, aims and problem**

In the teaching of the deaf there are great problems in communication in general and especially in teaching spoken language. This has lead to an increasing interest in sign language since the use of sign language might lead to easier and faster language acquisition and give more time to the acquisition of other kinds of knowledge. No serious study has previously been made of sign language so our knowledge of sign language is extremely limited. To make it possible to decide whether or not it should be introduced into the special schools for the deaf sign language must be analysed.
In the last few decades the organisation of the deaf has demanded that the so called total communication method should be used in the schools for the deaf, e.g. the simultaneuos use of sign language and spoken language. Sign language must be described before it is possible to investigate if it is suitable for accompanying spoken Swedish.

10 **Scope**

Current status of the aforementioned analyses will be reported biannually.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

The linguistic status of sign language

2 ☒ In progress ☐ Completed

3 Institute

The Institution of Linguistics, University of Stockholm

4 Project - and investigation leader 102

Professor Bengt Sigurd

5 Personnel

Number of researchers 1 assistant (Brita Bergman)	Others

6 Time schedule

Starting date July 1972	Date of completion (est) June 1975

7 Source of finance

National Board of Education

8 Keywords

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9 Background, aims and problem

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In the last few decades the organisation of the deaf has demanded that the so called total communication method should be used in the schools for the deaf, e.g. the simultaneuos use of sign language and spoken language. Sign language must be described before it is possible to investigate if it is suitable for accompanying spoken Swedish.

10 Scope

Current status of the aforementioned analyses will be reported biannually.

102A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

The description of sign language is made according to the methods of structural linguistics where units at different levels are described. So far the minimal contrasts (such as shape of the hand, movement, and position) of the signs has been described. Such an analysis will make it possible to construct a writing system which is adapted to sign language. In the next step sign-formation (cf word-formation) will be analysed and after that syntax (sentence-formation).

The purely linguistic feasibility of the simultaneuos method will be elucidated on the basis of a comparison of Swedish and sign language.

12 Main findings

We would like to stress that even at an early stage it was possible to ascertain that sign language is a true language - a fact which sometimes has been questioned - and that it is a language with the same type of complicated and ingeniuos structure as other human languages.

Another result, perhaps more concrete, is that it has been possible to construct a writing system (transcription system) for sign language on the basis of the analysis of the signs. The system will mainly be used in the research project but it is also designed to be useful in the compilation of sign language dictionaries.

(For a more detailed accuont of the findings see the reports cited below.)

13 Bibliographic information

Jonsson, Brita Rapport nr I, Forskningsprojektet 'Förberedande undersökningar rörande teckenspråkets lingvistiska status'; Inst.för lingvistik, SU, jan.1973 (35sidor)

-"- Rapport nr II, Forskningsprojektet 'Förberedande undersökningar rörande teckenspråkets lingvistiska status'; Inst.för lingvistik, SU, juni 1973 (39 sidor)

-"- Projektet: Teckenspråkets lingvistiska status; Non verbal kommunikation, Psykologisk tidskrift 4, 1973 Köpenhamn (s.211-215)

-"- Teckenspråkets lingvistiska status; SDR-kontakt (årg. 83) nr 10, 1973 Leksand (s.1-3) rättelse i nr 12 s.12

-"- Tecka och tala samtidigt - bäst när döva undervisas, PM nr 7, Utbildn.förlaget, Sthlm 1973 (s.12-17)

(Bergman, Brita) Teckenspråkets lingvistiska status, Rapport nr III, Inst.för lingvistik, SU juli 1974 (52 sidor)

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Another result, perhaps more concrete, is that it has been possible to construct a writing system (transcription system) for sign language on the basis of the analysis of the signs. The system will mainly be used in the research project but it is also designed to be useful in the compilation of sign language dictionaries.

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-"- Rapport nr II, Forskningsprojektet 'Förberedande undersökningar rörande teckenspråkets lingvistiska status'; Inst. för lingvistik, SU, juni 1973 (39 sidor)
-"- Projektet: Teckenspråkets lingvistiska status; Non verbal kommunikation, Psykologisk tidskrift 4, 1973 Köpenhamn (s.211-215)
-"- Teckenspråkets lingvistiska status; SDR-kontakt (årg. 83) nr 10, 1973 Leksand (s.1-3) rättelse i nr 12 s.12
-"- Teckna och tala samtidigt - bäst när döva undervisas, PM nr 7, Utbildn.förlaget, Sthlm 1973 (s.12-17)
(Bergman, Brita) Teckenspråkets lingvistiska status, Rapport nr III, Inst. för lingvistik, SU juli 1974 (52 sidor)

PROJECT DESCRIPTION
Date
1974-08-29

1 Project title

Problems of Psychological and Pedagogical Methods in Connection with the Adaptation to Work of the Mentally Retarded

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader 104

Rikard Palmér, Karl-Georg Ahlström

5 Personnel

Number of researchers 2	Others -

6 Time schedule

Starting date 1971	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

Mental retardation. Work attitude. Vocational guidance. Occupational prognosis. Training method. Adult education.

9 Background, aims and problem

10 Scope

104A

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader 104

Rikard Palmér, Karl-Georg Ahlström

5 Personnel

Number of researchers 2	Others -

6 Time schedule

Starting date 1971	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

Mental retardation. Work attitude. Vocational guidance. Occupational prognosis. Training method. Adult education.

9 Background, aims and problem

10 Scope

101A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods and findings

In this book studies are reported concerning the possibilities of predicting performance at work and adjustment to work in mentally retarded adults by psychological tests and observational methods.
After reviewing earlier efforts of this kind, the author describes the prediction variables used, viz., measurements of psychomotor, spatial-inductive and numerical abilities and also observations of behaviour in general work situations. The criterion is defined as a primarily quantitatively determined capacity to carry out approved tasks in a sheltered workshop. During the first stage of the investigations the author procured three subjective ratings of this capacity which proved to be highly reliable. Later, eight tasks were selected which provided objective measures of the criterion variable. Finally, the author developed a number of composite criterion measures which are based on the measurements and systematic observations made in connection with the eight tasks.
The predictive power of the abilities and of the behavioural observations was determined by repeated stepwise multiple-regression analyses. The results show convincingly that combinations of the above-mentioned variables can function as valid predictors, regardless of the criterion measures used - subjective ratings, objective measures of performance on individual tasks or composite measures of performance and adjustment.
It is of special interest that the author is able to demonstrate a certain dimensionality in the work performance of the mentally retarded and that he finds an apparent relationship between the nature of the tasks, as revealed by factor analyses, and their predictability. Thus, it seems to be possible to make more accurate predictions of performance on long-cycle and complex tasks, which also require the handling of tools, than of corresponding performance on short-cycle and simple tasks.

The above abstract summary is reprinted from the back cover of Rikard Palmers book: Prediction of Work Performance and Work Adjustment in Mentally Retarded Adults.

13 Bibliographic information

Palmér, Rikard: Arbetsprövning av utvecklingsstörda, Psykisk Utvecklingshämning, 2. 1971, s 35-47. Stockholm.

Palmér, Rikard - Holm, Gunnar: Arbetsmotivation och arbetsprestation hos mentalt retarderade. Rapport nr 29 1972. Pedagogiska inst, Lärarhögskolan i Uppsala.

Palmér, Rikard: Prediction of Work Performance and Work Adjustment in Mentally Retarded Adults. Doktorsavhandling 1974. Scandinavian University Books. TEXT-gruppen i Uppsala AB, 1974.

PROJECT DESCRIPTION

Date
1974-09-23

1 Project title

The Teaching of Reading in Schools for the Mentally Retarded

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader 106

FL Maja Witting

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1966	Date of completion (est) 1973

7 Source of finance

National Board of Education

8 Keywords

Mentally retarded. Reading. Training method. Teaching method. Linguistics.

9 Background, aims and problem

10 Scope

106A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

The Teaching of Reading in Schools for the Mentally Retarded

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader 106

FL Maja Witting

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1966	Date of completion (est) 1973

7 Source of finance

National Board of Education

8 Keywords

Mentally retarded. Reading. Training method. Teaching method. Linguistics.

9 Background, aims and problem

10 Scope

106A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods and main findings

Research on two methods of teaching reading and a technique for individualized training is reported on. This research was summarized in part in two previous reports. The characteristics of the methods are described as well as qualitative and quantitative differences in the results obtained and teacher evaluations of the methods and the technique.

One method is representative of traditional ways of teaching reading, while the other, called the "psycholinguistic" method, differs in a number of important respects from traditional teaching.

Students instructed by the psycholinguistic method obtained better results, both quantitatively and qualitatively.

The quantitative evaluation took into account how much of what was presented to them the students had mastered and the total amount they had learned.

The qualitative evaluation was effected by analyzing the errors made in relation to what it means to be able to read and the effects of the two methods which can be attributed to the different training procedures.

The technique for individualization had no apparent effect, which may be explained by the fact that there was very little such training.

13 Bibliographic information

Witting, Maja. Lästräning i särskolan. Delrapport 1. Rapport nr 8, Pedagogiska institutionen, Lärarhögskolan i Uppsala, 1970.

Witting, Maja. Lästräning i särskolan. Delrapport II. Rapport nr 21, Pedagogiska institutionen, Lärarhögskolan i Uppsala, 1971.

Witting, Maja. Lästräning i särskolan. Delrapport III. Rapport nr 49, Pedagogiska institutionen, Lärarhögskolan i Uppsala, 1974.

PROJECT DESCRIPTION
Date
1974-08-29....

BEST COPY AVAILABLE

1 Project title

Pedagogical Studies of the Study Situation of the Visually Handicapped
(Project PUSS)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader 108

Nils Trowald, Karl-Georg Ahlström

5 Personnel

Number of researchers [illegible]	Others 1

6 Time schedule

Starting date 1969	Date of completion (est) 1975

7 Source of finance

National Board of Education

8 Keywords

Activity.Auditory.Blind.Braille.Finger reading. Tactual.Visually handicapped. ~~Talking book.~~

9 Background, aims and problem

Background: Visual handicaps lead to both primary and secondary difficulties in studying and a number of problems arise when the visually-handicapped must use special information media as a replacement for ordinary writing and other visual material, such as pictures, graphs, etc.
Aim: The aim of the project is to describe and improve the learning and study situation of the visually-handicapped and particulary investigate problems of special media: the talking book, Braille, and tactile graphic information.
Research problem:Can effective methods be developed for
a) the learning and reading of Braille
b) the use of the talking book
c) the effective use of graphic information
d) making it easier for those with limited vision to read ordinary writing
e) making it easier for the visually-handicapped to adapt psychologically.

10 Scope

Evaluation of the method in small groups of subjects. Each group characterized by a certain level of skill in Braille reading.

108A

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

Pedagogical Studies of the Study Situation of the Visually Handicapped
(Project PUSS)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader 108

Nils Trowald, Karl-Georg Ahlström

5 Personnel

Number of researchers 2

Others 1

6 Time schedule

Starting date 1969

Date of completion (est) 1975

7 Source of finance

National Board of Education

8 Keywords

Activity.Auditory.Blind.Braille.Finger reading. Tactual.Visually handicapped. Talking book.

9 Background, aims and problem

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e) making it easier for the visually-handicapped to adapt psychologically.

10 Scope

Evaluation of the method in small groups of subjects. Each group characterized by a certain level of skill in Braille reading. 108A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

A study of the available literature was carried out when the project started. A number of questionnaires have been sent to different groups of students and teachers in order to get a basic information. Experimental studies with experimental and control groups are in progress.

12 Main findings

1. Concerning the integration of the visually-handicapped in primary school, one of the investigations shows that the system used functions quite well with the exception of the provision of literature and information to the teachers.

2. The published bibliography includes 400 titles in areas relevant to the project.

3. The investigation of verbal descriptions of visual material in the talking books suggests that it is only worthwhile to give short, summary descriptions of the main information in illustrative material, the detailed descriptions are more or less meaningless.

4. Investigations of the talking book show that an increase in speech rate of up to 20% (using accelerated speech), will be tolerated by an untrained listener. In addition, the investigations of the talking book have shown that visually presented information is clearly inferior to auditory information, at least with respect to short-term- memory.

5. The investigations concerned with difficulties in studying show that all student groups have problems with talking books, primarily an inability to read quickly and to find one's place in the talking book.

13 Bibliographic information

All reports in English.

Östberg, Ann-Marie, Lindqvist, B. Learning problems in connection with special information media - a selected bibliography. Uppsala School of Education, 1970, 51 p.

Children with defective vision. Summary of the problems and an attempt to formulate integrated course material. School Research Newsletter, National Board of Education, Stockholm, No. 16, 1970, 8 p.

Lindqvist, Bengt & Trowald, Nils (Eds.). European conference on educational research for the visually-handicapped. Uppsala School of Education, 1972, 90 p.

PROJECT DESCRIPTION
Date
1974-09-30

1 Project title

Self-instructional Methods for the Deaf

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational Research, School of Education

4 Project - and investigation leader

Sven Amcoff, FD.

110

5 Personnel

Number of researchers 3	Others 1

6 Time schedule

Starting date 1965	Date of completion (est) 1973

7 Source of finance

Bureau L 3:1, National Board of Education

8 Keywords

Deaf. Language development. Learning aid. Training method. Special education. Primary education

9 Background, aims and problem

Severe congenital hearing defects lead to much-delayed language development with a resultant need for special teaching procedures during childhood as well as measures for facilitating adjustment to society as an adult. Briefly, the aim of the project has been:

to describe the language competence of pupils in special schools for the deaf

to prepare teaching materials in Swedish for grades 1 and 2 in special schools for the deaf

to investigate the attitude of pupils, parents and teachers toward different types of schools for the hearing-impaired

to investigate the adjustment to society of a group of adult hearing-impaired subjects.

10 Scope

110A

D 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational Research, School of Education

4 Project - and investigation leader

Sven Amcoff, FD.

110

5 Personnel

Number of researchers 3	Others 1

6 Time schedule

Starting date 1965	Date of completion (est) 1973

7 Source of finance

Bureau L 3:1, National Board of Education

8 Keywords

Deaf. Language development. Learning aid. Training method. Special education. Primary education

9 Background, aims and problem

Severe congenital hearing defects lead to much-delayed language development with a resultant need for special teaching procedures during childhood as well as measures for facilitating adjustment to society as an adult. Briefly, the aim of the project has been:

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to prepare teaching materials in Swedish for grades 1 and 2 in special schools for the deaf

to investigate the attitude of pupils, parents and teachers toward different types of schools for the hearing-impaired

to investigate the adjustment to society of a group of adult hearing-impaired subjects.

10 Scope

110A

11 Methods

Data collection from pupils via tests (mainly newly-constructed language tests), intelligence tests and attitude scales. Data collection from other subjects via questionnaires and interviews.

Development and field testing of teaching materials in Swedish (including a teaching machine) for grades 1 and 2 in special schools for the deaf.

12 Main findings

111

The main results are available in the above-mentioned teaching materials and a series of research reports to which the reader is directed since it would be difficult to give a brief resumé here. (See below).

13 Bibliographic information

I serien Report, Institute of Education, Uppsala University 1968 nr 31, 32, 36, 37, 38, 1969 nr 40.

Rapportserie från pedagogiska institutionen (Uppsala, Lärarhögskolan)
1971 nr 2, 3, 5, 7, 14, 15, 18, 23
1972 nr 35, 45

Ahlström, K-G. On Evaluating the Effects of Schooling (In: Proceedings of the International Congress on Education of the Deaf, Stockholm 1970. Vol. 1).

Amcoff, Sven. Visual perception of speech sounds and a Swedish cued speech system. I G. Fant (Ed), International symposium on speech communication ability and profound deafness. Stockholm 1970. Ann Arbor: The Alexander Graham Bell Association for the deaf 1972.

Amcoff, Sven. Relationer mellan språkliga uttrycksformer. En undersökning av elever i specialskolan för hörselskadade. Pedagogisk forskning. Uppsala nr 1, 1973.

Lundahl, Ann-Britt & Odin, Ann-Mari. Hörselskadade barns skolsituation. En komparativ undersökning rörande gravt hörselskadade elever i årskurserna 5-8 inom olika skolformer. Pedagogisk forskning. Uppsala nr 1, 1974.

111 A

questionnaires and interviews.

Development and field testing of teaching materials in Swedish (including a teaching machine) for grades 1 and 2 in special schools for the deaf.

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1971 nr 2, 3, 5, 7, 14, 15, 18, 23
1972 nr 35, 45

Ahlström, K-G. On Evaluating the Effects of Schooling (In: Proceedings of the International Congress on Education of the Deaf, Stockholm 1970. Vol. 1).

Amcoff, Sven. Visual perception of speech sounds and a Swedish cued speech system. I G. Fant (Ed), International symposium on speech communication ability and profound deafness. Stockholm 1970. Ann Arbor: The Alexander Graham Bell Association for the deaf 1972.

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Lundahl, Ann-Britt & Odin, Ann-Mari. Hörselskadade barns skolsituation. En komparativ undersökning rörande gravt hörselskadade elever i årskurserna 5-8 inom olika skolformer. Pedagogisk forskning. Uppsala nr 1, 1974.

111A

Languages and linguistics

PROJECT DESCRIPTION

Date

1974-08-27....

1 Project title

GUME/Prov 2 (The GUME/Tests 2-project)

(GUME = (the Swedish for) Gothenburg, Teaching Methods in English, the Subproject dealing with Test Construction)

2 ☒ In progress ☐ Completed

3 Institute

Department of Education and Educational Research,
School of Education, Gothenburg, Sweden

4 Project - and investigation leader

Torsten Lindblad

113

5 Personnel

Number of researchers 2	Others 3

6 Time schedule

Starting date 1974	Date of completion (est) 1977

7 Source of finance

National Board of Education, Stockholm

8 Keywords

Foreign language tests, English as a foreign language, test construction, proficiency tests, standardized tests, evaluation, longitudinal study

9 Background, aims and problem

The project has two main aims: 1. In continuation of work carried out during the last few years, tests are constructed and evaluated for different levels of the Swedish school system: standardized tests for grades 6 and 8, standardized tests for grade 2 of the 'gymnasium' (students aged 13, 15, and 18 respectively), diagnostic and final tests for teacher trainees at Sweden's 15 colleges of education. All the tests are in English as a foreign language, and the results are used for grading as well as for research purposes (comparative studies etc). - 2. The second task for the project is a three-year longitudinal evaluation of the teaching of English in Sweden. The background of this latter study, which is in a planning stage, is partly the experiences made in the project over the last few years, partly the debate on language teaching, which has come to concentrate on objectives and on the question of whether the objectives set in our standard curricula are achieved.

10 Scope

The tests produced and administered by the project are taken by all Swedish students at the levels concerned, i.e. about 110 000 per age level. The

O 91-018-2 Maj 1974 G-tryck (f d SO L 229.4.1972)

GUME/Prov 2 (The GUME/tests 2-project)

(GUME = (the Swedish for) Gothenburg, Teaching Methods in English, the Subproject dealing with Test Construction)

2 ☒ In progress ☐ Completed

3 Institute

Department of Education and Educational Research,
School of Education, Gothenburg, Sweden

4 Project - and investigation leader

Torsten Lindblad

113

5 Personnel

Number of researchers 2	Others 3

6 Time schedule

Starting date 1974	Date of completion (est) 1977

7 Source of finance

National Board of Education, Stockholm

8 Keywords

Foreign language tests, English as a foreign language, test construction, proficiency tests, standardized tests, evaluation, longitudinal study

9 Background, aims and problem

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10 Scope

The tests produced and administered by the project are taken by all Swedish students at the levels concerned, i.e. about 110 000 per age level. The longitudinal study will involve between 5 000 and 10 000 pupils.

113A

11 Methods

The new tests for the various purposes are constructed and tried out in a number of steps before they are used on a larger scale. The results of the populations or, in the case of the standardized tests, of large samples are analysed by computer to yield item analyses in order to facilitate revisions as well as results on individual pupils and groups of pupils in order to yield norms for grading according to the 5-grade scale used in Sweden (7-24-38-24-7 %). - In the longitudinal evaluation study four groups of pupils will be used, and the groups will be followed for three years, through grades 4-6, 6-8, 8-10, 10-12, respectively. Tests will be given on four occasions; at the beginning of the study and at the end of the school year in 1975, 1976, and 1977.

12 Main findings

Results have been discussed in the two reports mentioned below and in a number of internal PM´s at the National Board of Education. From the new study there are, as yet, no results, of course.

13 Bibliographic information

Lindblad, T. Klasslärarkandidaternas språkfärdighet. Försök med diagnostiska prov i engelska på klasslärarlinjerna. Pedagogiska inst., Lärarhögskolan i Göteborg, March 1973.

Lindblad, T. Försök med centrala slutprov i engelska i klasslärarutbildningen. En preliminär redovisning. Pedagogiska inst., Lärarhögskolan i Göteborg, April 1974.

PROJECT DESCRIPTION
Date
1974.08.29....

1 Project title

The objectives for the teaching of English in the Swedish authorized curricula (for the "grundskola" 1969 and for the "gymnasieskola" 1970)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, Gothenburg School of Education

4 Project - and investigation leader 115

Göte Klingberg, Ph. D.

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1974

7 Source of finance

National Board of Education (the MUT Project). Costs budget year 73/74 12900 Scr.

8 Keywords

Teaching of English as a foreign language; Curriculum research; Goal document analysis; Educational (instructional) objectives

9 Background, aims and problem

The task of the MUT Project i.a. is to define the goal descriptions more clearly. Two teams are working with the objectives of the teaching of English in the "grundskola" resp the "gymnasieskola". These groups need basic data for their discussions. As a basis for discussion it seemed suitable to carry out an analysis of the passages in the authorized curricula dealing with the teaching of English.

10 Scope

115A

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, Gothenburg School of Education

4 Project - and investigation leader 115

Göte Klingberg, Ph. D.

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1974

7 Source of finance

National Board of Education (the MUT Project). Costs budget year 73/74 12900 Scr.

8 Keywords

Teaching of English as a foreign language; Curriculum research; Goal document analysis; Educational (instructional) objectives

9 Background, aims and problem

The task of the MUT Project i. a. is to define the goal descriptions more clearly. Two teams are working with the objectives of the teaching of English in the "grundskola" resp the "gymnasieskola". These groups need basic data for their discussions. As a basis for discussion it seemed suitable to carry out an analysis of the passages in the authorized curricula dealing with the teaching of English.

10 Scope

115A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

1) The passages in the curricula dealing with the teaching of English are scrutinized in detail. All passages which contain explicit goal descriptions or which could be interpreted as containing implicit goal descriptions are noted and objectives are formulated from them.
2) The objectives derived in this way are noted on cards and catalogued with the aid of a classification scheme constructed on the basis of a general taxonomy and some taxonomies specially designed with regard to foreign language teaching.
3) The generality level of the goal descriptions and the scope of the objects of behaviour in the objectives are examined.
4) Systematically arranged and therefore more readable presentations of the objectives de facto met with in the curricula are given. In this way it is possible to observe points, at which new objectives should perhaps be inserted, and points, at which it would seen advisable to define the objectives more clearly. In the case of the "gymnasieskola", comparisons with the objectives for the teaching of German and French are also made.

12 Main findings

13 Bibliographic information

Göte Klingberg. Undervisningsmålen för ämnet engelska i Lgr 69. En måldokumentanalys (= An analysis of the objectives for the teaching of English in the Swedish Comprehensive School authorized curriculum of 1969). Rapporter från Pedagogiska institutionen vid Lärarhögskolan i Göteborg. Rapport nr 54. 1974. 92 pp.

Another report, "Målen för undervisningen i moderna språk i Lgy 70. Fortsättningsspråken på tre- och fyraåriga linjer. En måldokumentanalys (=An analysis of the objectives for the teaching of modern languages in the Swedish "gymnasieskola" (upper secondary level comprehensive school) authorized curriculum of 1970), is planned for the latter part of 1974.

2) The objectives derived in this way are noted on cards and catalogued with the aid of a classification scheme constructed on the basis of a general taxonomy and some taxonomies specially designed with regard to foreign language teaching.

3) The generality level of the goal descriptions and the scope of the objects of behaviour in the objectives are examined.

4) Systematically arranged and therefore more readable presentations of the objectives de facto met with in the curricula are given. In this way it is possible to observe points, at which new objectives should perhaps be inserted, and points, at which it would seen advisable to define the objectives more clearly. In the case of the "gymnasieskola", comparisons with the objectives for the teaching of German and French are also made.

12 Main findings

116

13 Bibliographic information

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116A

PROJECT DESCRIPTION
Date
1974-08-20.....

BEST COPY AVAILABLE

1 Project title

Language Development and Social Influences
(The SOSP Project)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research
Linköping School of Education
Box 3129, S-580 03 Linköping

4 Project - and investigation leader 117

Project leader: Thord Erasmie

5 Personnel

Number of researchers 1	Others 1

6 Time schedule

Starting date 1972	Date of completion (est) 1974

7 Source of finance

The Social Science Research Council

8 Keywords

Language Development, Social Influences

9 Background, aims and problem

The language development of 147 children, 4-6 1/2 years old, was studied in Norrköping in 1963. The children´s language proficiency was tested individually by means of, among other things, tape recording of utterances, using pictures as incentive.Examples of variables studied are passive and active vocubulary, sentence length, and pronounciation. The findings were related to such variables as intelligence, constellation of siblings, educational level of parents, and the amount of books at home, the results showed that the language development clearly depends on the child´s environment. The projected research will be a study of the present language proficiency of the 1963 sample of children. Its main purposes are:

1. To study the validity of the prognosis made on the basis of the 1963 test results
2. To determine to what extent the linguistic competence is related to the social milieu
3. To study the structure in the written sentences and relate the complexity to social factors and variables concerning intellectual abilities.

10 Scope

147 subjects aged 13 to 16 years

1174

O 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research
Linköping School of Education
Box 3129, S-580 03 Linköping

4 Project - and investigation leader 117

Project leader: Thord Erasmie

5 Personnel

Number of researchers 1	Others 1

6 Time schedule

Starting date 1972	Date of completion (est) 1974

7 Source of finance

The Social Science Research Council

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10 Scope

147 subjects aged 13 to 16 years

117A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

Relevant data will be obtained by means of:

a. Document analyses (process variables)

b. Individual tests and group tests (product variables)

c. Questionnaires (product variables)

d. Analyses of the structures in written sentences

12 Main findings

118

The final report of the project will be published in 1974. The first phase of the project, the 1963 studies, has been reported in the works listed below.

Some results of the language investigation 1972 have been reported in papers as per below.

13 Bibliographic information

Erasmie, T: Språkutvecklingen under förskoleåldern (Language development during preschool age). Sociala meddelanden No 6-7, 1963, pp 697-722

" : Studier rörande språkutvecklingen hos barn i åldern 4-6 1/2 år (Studies on the language development of children aged 4-6 1/2 years). Göteborg, 1964, 154 p

" : Barnets språkutveckling (The language development of the child), Stockholm, 1970, 154 p

Burén, A & Forslund, K: Sociala faktorers inverkan på barns språkutveckling (The influence of social factors on childrens´ language development), 1973, Report No 1

Andersson, J & Fall, L: Studier rörande verbal fluencyförmåga hos barn och ungdom i åldern 12-16 år (Studies on erbal fluency ability in children and youth aged 12 - 16 years), 1973, Report No 2

Dahlén, A-B: Förstudie till en undersökning av grunddrag i språkförmågan hos elever på grundskolans högstadium. (A pilot study on an investigation of the basic elements in the language ability among pupils in the secondary school), 1974,Report No 3

All reports are in Swedish.

118A

12 Main findings

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" : Studier rörande språkutvecklingen hos barn i åldern 4-6 1/2 år (Studies on the language development of children aged 4-6 1/2 years). Göteborg, 1964, 154 p

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All reports are in Swedish.

PROJECT DESCRIPTION
Date
30.8.1974

1 Project title

Models for the bilingual teaching of immigrant children

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Lund, Fack,
S-220 07 Lund 7

4 Project - and investigation leader

Professor Ingvar Johannesson

119

5 Personnel

Number of researchers 2 1/2	Others 1

6 Time schedule

Starting date 1972	Date of completion (est) 1977

7 Source of finance

National Board of Education, Stockholm

8 Keywords

BILINGUALISM, BILINGUAL TEACHING, IMMIGRANT TEACHING

9 Background, aims and problem

In order to give immigrant children the same opportunities as Swedish children to live and function in the Swedish society, it is necessary to create for them teaching models which directly lead to bilingual mastery.

The main purposes of this project are:

- to develop and strengthen the linguistic abilities and language mastery of immigrant children first in their mother tongue and then in Swedish in order to attain a functional bilingualism,
- to develop models and methods for the bilingual teaching of immigrant children in Swedish pre- and comprehensive schools,
- to study and anlyse bilingual learning with special consideration of the relationship between language 1 and 2, as well as the relationship between the linguistic development and other relevant factors.

10 Scope

Bilingual pre-school teaching for 5 to 6 years old immigrant children. Bilingual teaching of immigrant children at the lower level of comprehensive school.

© 91-018-2 Maj 1974 G-tryck (f d SO L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Lund, Fack,
S-220 07 Lund 7

4 Project - and investigation leader

Professor Ingvar Johannesson

119

5 Personnel

Number of researchers
2 1/2

Others
1

6 Time schedule

Starting date
1972

Date of completion (est)
1977

7 Source of finance

National Board of Education, Stockholm

8 Keywords

BILINGUALISM, BILINGUAL TEACHING, IMMIGRANT TEACHING

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10 Scope

Bilingual pre-school teaching for 5 to 6 years old immigrant children. Bilingual teaching of immigrant children at the lower level of comprehensive school.

119 A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

At pre-school level: Setting up of bilingual teaching model and evaluation of it´s outcomes through new conceived tools for the testing of concept development, language development in Swedish and Finnish, and the evaluation of concept teaching in mathematic.

At school level: Setting up of an integrated bilingual teaching model and evaluation of it´s outcomes through various standardised diagnostic tests of writing and reading both in Swedish and Finnish, and the attainment in arithmetics.

12 Main findings

During the school year 1972-73 two teaching models based on bilingual principles and theories have been set up at pre-school level. A report summarizing the pedagogical processes has been worked up and published (see below).

During the school year 1973-74 a single bilingual teaching model has been set up at pre-school level and it´s outcomes has been evaluated through various testings.
A report about this activity will be published soon.
A bilingual teaching model for grade 1 of the lower level of the comprehensive school has been set up and it´s outcome evaluated through various diagnostic tests of language and mathematical attainments.
A report about this activity will be published later this autumn.

13 Bibliographic information

Johannesson, I., Alwall, G., Chaib, M: Models for the bilingual teaching of immigrant children. Newsletter from N.B.E., July 1973, Stockholm.
Chaib, M: Tvåspråkig lekskoleträning av invandrarbarn. Report from the Institute of Education. No 46, 1974. Lund. (English summary).

120.

PROJECT DESCRIPTION

Date
30.8.1974

1 Project title

Models for teaching parents of immigrant children

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Lund, Fack,
S-220 07 Lund 7

4 Project - and investigation leader

Professor Ingvar Johannesson

121

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1973	Date of completion (est) 1977

7 Source of finance

National Board of Education, Stockholm

8 Keywords

IMMIGRANT, BILINGUAL, PARENTS

9 Background, aims and problem

The principle aims of this project are:

1. to develop and strengthen the parents´ language ability both in their native language and in Swedish with special reference to the mothers
2. to develop models and methods for the organisation of an adequate teaching of parents to immigrant children
3. to analyze the relationship between the parents´ experiences and attitudes towards their own further instruction and their childrens progress in Swedish schools.

10 Scope

About 50 families with children in the Bilingual teaching project.

Models for teaching parents of immigrant children

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Lund, Fack,
S-220 07 Lund 7

4 Project - and investigation leader

Professor Ingvar Johannesson

121

5 Personnel

Number of researchers	Others
1	-

6 Time schedule

Starting date	Date of completion (est)
1973	1977

7 Source of finance

National Board of Education, Stockholm

8 Keywords

IMMIGRANT, BILINGUAL, PARENTS

9 Background, aims and problem

The principle aims of this project are:

1. to develop and strengthen the parents´ language ability both in their native language and in Swedish with special reference to the mothers
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10 Scope

About 50 families with children in the Bilingual teaching project.

121A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

An evaluation with interviews is planned to take place before and after the special courses.

12 Main findings

13 Bibliographic information

122.

PROJECT DESCRIPTION

Date
25/8 1974

BEST COPY AVAILABLE

1 Project title

Longitudinal study of children's language performance

2 ☒ In progress ☐ Completed

3 Institute

Department of Education
University of Lund

4 Project - and investigation leader

123

Barbro Eneskär, psychologist

5 Personnel

Number of researchers 1	Others

6 Time schedule

Starting date 1971	Date of completion (est) 1975

7 Source of finance

The Swedish Council for Social Science Research

8 Keywords

FOLLOWING STUDIES, CHILD LANGUAGE, LANGUAGE ABILITY, LANGUAGE HANDICAPS

9 Background, aims and problem

To construct a diagnostic-prognostic instrument in order to identify preschool children with language disorders so that they can get appropriate remedial training before school. To do this, some questions have to be answered first.

1. What is "normal" language ability for Swedish children at different ages?
2. How many language variables are necessary to test in order to identify as many children as possible with language disorders?
3. How are language variables connected with background variables (sex, intelligence, socio-economic level, psychological and physiological factors, verbal stimulation)?
4. Does the development of language variables differ with different children?
5. How much information about language performance and background has to be collected at the age of 4 to be able to predict language performance at the age of 6?

10 Scope

250 children, born in April 1967, Swedish citizens, residing in Malmö.

91-018-2 Maj 1974 G-tryck (f d SO L 223.4.1972)

Longitudinal study of children's language performance

2 ☒ In progress ☐ Completed

3 Institute

Department of Education
University of Lund

4 Project - and investigation leader

123

Barbro Eneskär, psychologist

5 Personnel

Number of researchers 1	Others

6 Time schedule

Starting date 1971	Date of completion (est) 1975

7 Source of finance

The Swedish Council for Social Science Research

8 Keywords

FOLLOWING STUDIES, CHILD LANGUAGE, LANGUAGE ABILITY, LANGUAGE HANDICAPS

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10 Scope

250 children, born in April 1967, Swedish citizens, residing in Malmö.

123A

11 Methods

Language performance: Articulation test
Vocabulary test
Sentence construction test

Background data: Intelligence
Questionnaries
Interviews

The children are tested at the ages of 4 and 6 and will also be tested when they are 8 years old.

12 Main findings

13 Bibliographic information

Digerfeldt, G.: Talundersökning av 4-åriga barn i Malmö Del I. Redogörelse för testkonstruktioner och undersökningens uppläggning.

Eneskär, B.: Talundersökning av 4-åriga barn i Malmö. Del II. Redogörelse för resultat av undersökningen. Institute of Education, Lund 1973. (Stencil)

PROJECT DESCRIPTION

Date

August 29, 1974

1 Project title

Methods for the teaching of German (UMT)

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Horst Löfgren

125

5 Personnel

Number of researchers 1	Others 1/2

6 Time schedule

Starting date 1965	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

Second language learning, language instruction, modern languages

9 Background, aims and problem

The UMT-project (Methods for the teaching of German), which was started in the autum term of 1965 and which is calculated to be completed by 1973/74, is part of the Research and Development work financed by the National Board of Education.
The main aims of the project are (1) to make a scientific study of some prerequisites and various methods for the teaching of German to students in the Swedish comprehensive school and (2) to produce in this context and by means of successive testings and revisions a study material system for teaching German to beginners

10 Scope

See point 11

Methods for the teaching of German (UMT)

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Horst Löfgren

125

5 Personnel

Number of researchers 1	Others 1/2

6 Time schedule

Starting date 1965	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

Second language learning, language instruction, modern languages

9 Background, aims and problem

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10 Scope

See point 11

125A

SO 91-018-2 Maj 1974 G-tryck (f d SO L 229.4.1972)

11 Methods

The research and production of study material carried out by the UMT project has been made possible through the cooperation of researchers, language experts, methodologists, writers, publishers, teachers and students.
The researcher and writer group transforms the results of the basic research into general principles for the compilation and construction of study material.
This material is then tried out and the measures taken to revise it are dependent on the students' achievements and the reactions of the teachers.
The work of the UMT project can be divided into four main phases:

1. Pedagogical analysis of prerequisites: analyses of goals, students and material
2. Pedagogical process analysis with experiments in teaching methods
3. Pedagogical product analysis with various kinds of testings
4. Production of study material according to the results obtained from points 1-3.

12 Main findings

Among the results obtained can be mentioned:

1. The teaching system of the UMT project has proved to be superior to a number of other study materials with which it has been compared
2. The attitudes of both teachers and students to the study material of the UMT project are positive
3. The variation between classes is considerable, which indicates that variation causes other than the study material are of great significance
4. A very large part of language skill can be described in the following three factors: knowledge of grammar and vocabulary, intelligence and pronounciation
5. The students should have access to text in the introductory lessons for beginners
6. Grammatical surveys produce good effects
7. The two-language word-list is more effective than the single language one
8. The investigation of toleration shows that the choice of the wrong word often leads to misunderstanding, while grammatical mistakes are not so important in this respect.

13 Bibliographic information

Hall, P. & Löfgren, H. Effektundersökning av UMT-materialet, åk 9. In printing.

Lindell, E. Främmande språk i grundskolan: Metodförsök, lärarerfarenheter och elevattityder. Pedagogisk orientering och debatt, No 34. Lund: Gleerups, 1971.

Löfgren, H. Mätningar av språkfärdighet: En hypotesprävande undersökning av en faktorstruktur. Pedagogisk-psykologiska problem (Malmö: School of Education), No 161, 1972.

Löfgren, H. The measurement of language proficiency. Studia psychologica et paedagogica, No. 17. Lund: Gleerup, 1972.

Löfgren, H. Mätningar av språkfärdighet i tyska: Testbatteri och testdata åk 9. Testkonstruktion och testdata (Malmö: School of Education), No 14, 1972.

Löfgren, H. Effektundersökning av UMT-materialet, åk 8. In printing.

Löfgren, H. UMT-projektets skrifter i sammandrag. Pedagogisk-psykologiska problem (Malmö: School of Education), No 110, 1970. (Rev. vers. 1974.)

Nilsson, B. Om satsdelar och satsdelsstrukturer i tyskundervisningen: En jämförelse mellan tysk tidningstext (Bildzeitung) och svenska läroböcker i tyska. Pedagogisk-psykologiska problem (Malmö: School of Education), No 242, 1974.

The researcher and writer group transforms the results of the basic research into general principles for the compilation and construction of study material. This material is then tried out and the measures taken to revise it are dependent on the students' achievements and the reactions of the teachers.

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Lindell, E. Främmande språk i grundskolan: Metodförsök, lärarerfarenheter och elevattityder. *Pedagogisk orientering och debatt*, No 34. Lund: Gleerups, 1971.

Löfgren, H. Mätningar av språkfärdighet: En hypotesprävande undersökning av en faktorstruktur. *Pedagogisk-psykologiska problem* (Malmö: School of Education), No 161, 1972.

Löfgren, H. The measurement of language proficiency. *Studia psychologica et paedagogica*, No. 17. Lund: Gleerup, 1972.

Löfgren, H. Mätningar av språkfärdighet i tyska: Testbatteri och testdata åk 9. *Testkonstruktion och testdata* (Malmö: School of Education), No 14, 1972.

Löfgren, H. Effektundersökning av UMT-materialet, åk 8. In printing.

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Nilsson, B. Om satsdelar och satsdelsstrukturer i tyskundervisningen: En jämförelse mellan tysk tidningstext (Bildzeitung) och svenska läroböcker i tyska. *Pedagogisk-psykologiska problem* (Malmö: School of Education), No 242, 1974.

PROJECT DESCRIPTION
Date
1974-09-10....

1 Project title

Swedish as a Target Language (Svenska som målspråk, SSM)

2 ☒ In progress ☐ Completed

3 Institute

Institute of Linguistics,
University of Stockholm

4 Project - and investigation leader 127

Björn Hammarberg, fil.lic.

5 Personnel

Number of researchers 1 1/2	Others varies from time to time

6 Time schedule

Starting date 1973/74 (planning), 1974/75 (full scale)	Date of completion (est) 1976/77

7 Source of finance

Skolöverstyrelsen

8 Keywords

9 Background, aims and problem

The project concerns itself with the descriptive linguistic basis for the teaching of Swedish to immigrants. Investigations of immigrant Swedish are to be carried out in combination with grammatical and typological studies in order to gain knowledge of the specific linguistic problems encountered in Swedish by speakers of a number of other languages. This is a matter of both specifying problems in Swedish for speakers of certain languages, and taking an over-all view of the alternative types of problems recorded for the various groups. Thus the project goes beyond the scope of bilateral contrastive studies and concerns itself also with the profile of Swedish from a universal, typological point of view. There will be a successive limitation to a number of problems of language structure.

10 Scope

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Swedish as a Target Language (Svenska som målspråk, SSM)

2 ☒ In progress ☐ Completed

3 Institute

Institute of Linguistics,
University of Stockholm

4 Project - and investigation leader 127

Björn Hammarberg, fil.lic.

5 Personnel

Number of researchers	Others
1 1/2	varies from time to time

6 Time schedule

Starting date	Date of completion (est)
1973/74 (planning), 1974/75 (full scale)	1976/77

7 Source of finance

Skolöverstyrelsen

8 Keywords

9 Background, aims and problem

The project concerns itself with the descriptive linguistic basis for the teaching of Swedish to immigrants. Investigations of immigrant Swedish are to be carried out in combination with grammatical and typological studies in order to gain knowledge of the specific linguistic problems encountered in Swedish by speakers of a number of other languages. This is a matter of both specifying problems in Swedish for speakers of certain languages, and taking an over-all view of the alternative types of problems recorded for the various groups. Thus the project goes beyond the scope of bilateral contrastive studies and concerns itself also with the profile of Swedish from a universal, typological point of view. There will be a successive limitation to a number of problems of language structure.

10 Scope

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

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11 Methods

Two preliminary undertakings have been started:

(1) an error analysis based on written compositions by students representing about 10 native languages;

(2) a survey of typological information in linguistic literature, relevant to the project.

This shall lead over to investigations on specific points of interest.

Reports are being prepared.

12 Main findings

13 Bibliographic information

128.

PROJECT DESCRIPTION

Date

September 1, 1974

1 Project title

Analysis of Swedish data from the IEA*) study of English as a foreign language.

*) International Association for the Evaluation of Educational Achievement

2 ☒ In progress ☐ Completed

3 Institute

Institute for the study of international problems in education
University of Stockholm

4 Project - and investigation leader 129

Professor Torsten Husén and Research Assistant Robert Liljefors

5 Personnel

Number of researchers 2	Others 2

6 Time schedule

Starting date 1968	Date of completion (est) 1974

7 Source of finance

National Board of Education, Bank of Sweden Tercentenary Fund.

8 Keywords

Evaluation, English, Foreign Language, International Studies, Sweden, Secondary School.

9 Background, aims and problem

The major purpose of the IEA survey has been to study the relationship between achievement as measured by performance on international tests, measuring both cognitive and non-cognitive outcomes, and relevant input factors in the social, economic and pedagogic domain. These relationships have been studied in a series of educational systems in the hope of drawing useful generalizations.

The data from Sweden makes it possible to attempt to assess the produktivity of the Swedish school system as well as a detailed study of differences and changes in achievement and attitudes throughout secondary school.

It is hoped that useful conclusions will emerge concerning the relative importance of the variables which are included in the study and that these will assist in decision making.

10 Scope

Students aged 14 years (in grades 7 and 8), students in grade 9 (the last grade of the compulsory school) and students in the pre-university grade. Teachers of English, School Principals.

language.

*) International Association for the Evaluation of Educational Achievement

2 ☒ In progress ☐ Completed

3 Institute

Institute for the study of international problems in education
University of Stockholm

4 Project - and investigation leader 129

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6 Time schedule

Starting date 1968	Date of completion (est) 1974

7 Source of finance

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8 Keywords

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129A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

Data are available from a representative sample of 7 700 students and 1 300 teachers in Sweden. Data were collected in 1971.

The tests used in the study include a variety of Reading, Listening, Writing and Speaking items. Most items are of the multiple choice type, but there are tests of an open ended type also, such as dictation, as well as productive tests in Writing and Speaking.
Attitude tests, student questionnaires and teacher questionnaires were also administered.

12 Main findings

13 Bibliographic information

130.

PROJECT DESCRIPTION

Date
1974-08-30

BEST COPY AVAILABLE

1 Project title

IEA - a report on French as a Foreign Language in Sweden

2 ☒ In progress ☐ Completed

3 Institute

Institute for the Study of International Problems in Education
Stockholm University

4 Project - and investigation leader

Astrid Nyström

5 Personnel

131

Number of researchers 1	Others 1/6

6 Time schedule

Starting date 1974-07-01	Date of completion (est) 1975-06-30

7 Source of finance

National Board of Education

8 Keywords

Evaluation, French, Foreign Languange, Sweden, Secondary school

9 Background, aims and problem

Data analysis

Discussion of results from the point of view of the Swedish school system

The report will treat the contribution of pedagogic, s,ocial and economic variables on the results of French instruction

10 Scope

The report will refer to other IEA investigations, especially English as a Foreign Language and Literature + Reading Comprehension

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

2 ☒ In progress ☐ Completed

3 Institute

Institute for the Study of International Problems in Education
Stockholm University

4 Project - and investigation leader

Astrid Nyström

131

5 Personnel

Number of researchers 1	Others 1/6

6 Time schedule

Starting date 1974-07-01	Date of completion (est) 1975-06-30

7 Source of finance

National Board of Education

8 Keywords

Evaluation, French, Foreign Languange, Sweden, Secondary school

9 Background, aims and problem

Data analysis

Discussion of results from the point of view of the Swedish school system

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10 Scope

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

The variables in the IEA data bank relative to French as a Foreigh Language will be investigated, especially with regard to Swedish students in the lower and upper secondary school

12 Main findings

The findings are expected to influence future curriculum work in the National Board of Education as well as the MUT project as far as French as a Foreign Language is concerned

13 Bibliographic information

132.

PROJECT DESCRIPTION
Date
1974-08-30....

1 Project title

Establishing the readability of English school texts

2 ☐ In progress ☒ Completed

3 Institute

Pedagogical Centre, Stockholm Local Education Authority

4 Project - and investigation leader

C H Björnsson
Rune Tideholm

133

5 Personnel

Number of researchers 1 full-time, 1 part-time	Others -

6 Time schedule

Starting date 1970	Date of completion (est) 1974

7 Source of finance

Stockholm Lokal Education Authority

8 Keywords

Readability. English.

9 Background, aims and problem

The purpose is to investigate if the Swedish instrument for measuring the degree of difficulty of school text (lix) may be applied to English text in general, as well as school texts in particular. We are also studying what types of texts the students like and dislike.
The Swedish formula has the following simple form:
Sentencelength + Wordlength = Lix

Wordlength here means the percentage of words with more than 6 letters. Sentencelength is the number of words per sentence, and Lix is purely a shortening of the Swedish läsbarhetsindex.

10 Scope

100 texts were selected: 20 from children books, 30 form light fiction, 30 from factual prose and 20 from technical literature. All included about 400 words and were alike typographically. Their degree of difficulty was judged by 14 Englishmen and 14 Swedes.

91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☐ In progress ☒ Completed

3 Institute

Pedagogical Centre, Stockholm Local Education Authority

4 Project - and investigation leader

C H Björnsson
Rune Tideholm

133

5 Personnel

Number of researchers 1 full-time, 1 part-time	Others -

6 Time schedule

Starting date 1970	Date of completion (est) 1974

7 Source of finance

Stockholm Lokal Education Authority

8 Keywords

Readability. English.

9 Background, aims and problem

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133A

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11 Methods

The investigation has on the whole followed the pattern used by most researchers during the last decades. The main points are as follows: The basis for the investigation - the criterion - consists of a number of books or texts, whose degree of difficulty has, by one means or another, been estimated.
The second step is to select such linguistic elements, readability factors, which are thought to account for the text's degree of difficulty. These can be, for example, the length of sentences or the use of abstract words. By analysing the correlations, the factors which together measure readability best are selected. The criterion is compared with every readability factor and with different combinations of them.
Finally, standards for the readability index must be set up so that they can be interpreted and understood. The final result is normally expressed by an equation - a readability formula.

12 Main findings

The main results from the first part of the project is that lix functions very well on English text. Its validity - before correction for attenuation - is .92. We have earlier got coefficients of exact this magnitude by similar studies on Swedish, German and Danish language.
Also the norms for lix are the same for English as for Swedish and Danish. Texts with lix around 20 people usually judges as very easy, lix around 30 means easy, 40 medium, 50 difficult and 60 very difficult. The figures for German are throughout five units higher.
In the second part of the project we made norms for English school texts, used in Swedish schools. A great number of teachers and pupils decided the suitable grade(s) for 100 school texts. Norms are given in the report below, which also contains a list of 1 360 English books and texts with figures for lix, sentencelength and wordlength.

13 Bibliographic information

Report no. 53 from Pedagogiskt centrum: C H Björnsson & Rune Tideholm. Läsbarhetsprövning av engelsk skoltext. Stockholm 1974. 60 pages.

PROJECT DESCRIPTION

Date

1974-09-13

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1 Project title

KONTRASTIV SYNTAX

2 ☒ In progress ☐ Completed

3 Institute

Institute of linguistics and epistemology
Department of general linguistics, S-901 87 Umeå

4 Project - and investigation leader

135

Professor Karl-Hampus Dahlstedt

5 Personnel

Number of researchers 2	Others 1

6 Time schedule

Starting date 1.1.1972	Date of completion (est) 31.12.1975

7 Source of finance

1) The Swedish Humanistic Recearch Council
2) The Bank of Sweden Tercentenary Fund
3) The National Board of Education

8 Keywords

-

9 Background, aims and problem

a) Analysis of the linguistic and the didactic relevance of contrastive grammar

b) Application of modern linguistics on some "difficult" areas of Swedish syntax

c) Collection of language data among Finnish immigrants and error analysis of these data.

10 Scope

The project is part of the main project "Svenska språket i nutidens samhälle" ("Swedish language in modern society").

D 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

Institute of linguistics and epistemology
Department of general linguistics, S-901 87 Umeå

4 Project - and investigation leader

Professor Karl-Hampus Dahlstedt

135

5 Personnel

Number of researchers 2	Others 1

6 Time schedule

Starting date 1.1.1972	Date of completion (est) 31.12.1975

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

a) Interviews of informants

b) Use of the Gothenburg University Corpus

c) Scientific methods of modern linguistics

12 Main findings

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Contrastive linguistic research should concentrate on error analysis and an exhaustive description of the target language.

13 Bibliographic information

1) Lerner, J., Syntagmatisierungs- und Lexikalisierungsprozesse im Bereich "Bewegung auf ein Ziel hin". Department of General Linguistics, Umeå 1973, 102 pp.

2) Lerner, J., Einige Bemerkungen zu Theorie der Kasus der Fillmore und der Satzsemantischen Relationen bei Brekle LB-Papier Nr 37 Vieweg, 25 pp.

3) Lerner, J., "The Nordic Languages and Modern Linguistics, 2." "Han går in i skogen". Publiceras i Proceedings of the Second International Conference of Nordic and General Linguistics, University of Umeå, June 14-19, 1973. Forthcoming.

4) Lerner, M., Strukturering i språkundervisningen. Department of General Linguistics. Umeå 1973, 144 pp.

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12 Main findings

136

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1) Lerner, J., Syntagmatisierungs- und Lexikalisierungsprozesse im Bereich "Bewegung auf ein Ziel hin". Department of General Linguistics, Umeå 1973, 102 pp.

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4) Lerner, M., Strukturering i språkundervisningen. Department of General Linguistics. Umeå 1973, 144 pp.

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PROJECT DESCRIPTION
Date
1974-08-29....

1 Project title

English in the Primary School. (Project EPÅL)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader 137

Lennart Linell, Karl-Georg Ahlström

5 Personnel

Number of researchers 5	Others 1

6 Time schedule

Starting date 1970	Date of completion (est) 1979

7 Source of finance

National Board of Education

8 Keywords

English. Primary school. Psycholinguistics. Language teaching. Verbal communication. Foreign language. Speech skill.

9 Background, aims and problem

It has been maintained that obligatory instruction in English ought to begin in grade one of the comprehensive school. The reasons given have been partly derived from learning theory, and partly from ideological principles: It has been thought desirable to improve the possibilities for general communication so that there will be more equality among men in various areas.

Before 1970 an average of 3.5 hours per week was spent on English from the fourth through the ninth grade, or a total of approximately 840 hours of instruction in the comprehensive school. Since 1970, these hours have been distributed over grades 3 through 9. The aim of the project is to investigate the effect of distributing these 840 hours over grades 4-9, 3-9 and 1-9.

The effect will be measured in terms of cognitive, psychomotor and affective functions, both in English and in other subjects, especially Swedish and mathematics, but also French and German. The subject of Swedish is of particular interest, since changes in the timetable for English result in changes in the timetable for Swedish.

10 Scope

The investigation includes a sample of 2, 000 students. These children will be followed for nine years. Critical measurements will be made after 3, 6 and 9 years of instruction, respectively. The immigrant children in the group will be the ob-

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

English in the Primary School. (Project EPAL)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader

137

Lennart Linell, Karl-Georg Ahlström

5 Personnel

Number of researchers 5	Others 1

6 Time schedule

Starting date 1970	Date of completion (est) 1979

7 Source of finance

National Board of Education

8 Keywords

English. Primary school. Psycholinguistics. Language teaching. Verbal communication. Foreign language. Speech skill.

9 Background, aims and problem

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10 Scope

The investigation includes a sample of 2, 000 students. These children will be followed for nine years. Critical measurements will be made after 3, 6 and 9 years of instruction, respectively. The immigrant children in the group will be the object of a special study.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

The groups under study are divided into four treatment groups. One group begins English according to the study plans for grade 4, two groups according to the plan for grade 3, and one group begins English at the second semester in grade 1. The last-mentioned group and one of the groups which in grad 3 are using the same material and are being treated alike in every other way, except for the distribution of instruction hours in English. The other groups are using somewhat different material, but are otherwise being taught in approximately the same way. Each group contains appr. 10% immigrant children.

At the end of each school year attitude measurements are made, as well as measurements of ability in Swedish and mathematics. The aim is to see what between-group differences there are which appear to be the result of the experimental treatment. Proficiency in English is tested after a certain number of instruction hours, the same for all groups. In addition, classroom observation are made in order to study teacher-pupil interaction during the English lessons.

One subgroup of the project-team is constructing teaching materials for the first three grades. The working principles used in the preparation of these materials have been arrived at by a thorough analysis of both Swedish instruction material in English as well as similar material produced abroad for English and other foreign languages. Oral communication skills are specially studied.

12 Main findings

Since three of the groups do not begin English until the autumn term of 1972, no comparisons have yet been made. The methods and materials used in the other group have been evaluated by a battery of diagnostic tests administered on three different occasions. Special effort has been focused on the development and testing of methods for measuring pronounciation, intonation and proficiency in speaking. Measurements of Swedish and mathematics, as well as attitude, have also been made, and data analysis is in progress. Special attention is given to the achievement of the immigrant children.

Ongoing studies include methods of measuring pronounciation among nonliterate (in cooperation with the Department of Speech Transmission at the Royal Institute of Technology, Stockholm) observational studies in the classroom (interaction and efficiency studies) as well as evaluation of the methods and materials system being developed for the project.

13 Bibliographic information

English, ages 7-9. Method system development. School Research Newsletter, National Board of Education, No. 11, 1970, 6 p. (In English).

Bo Janson & Kerstin Sundin. Läsintroduktion i engelska på lågstadiet. En delstudie inom EPÅL-projektet. Rapport nr 38 1973. Pedagogiska inst, Lärarhögskolan i Uppsala.

Lillemor Lewrén. Akustisk analys av tal i relation till subjektiv bedömning. Pedagogiska institutionen, Lärarhögskolan i Uppsala.

PROJECT DESCRIPTION

Date

1974-08-29.....

1 Project title

The introduction of reading in English (LINE)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader

Bo Janson, M.A.

5 Personnel

Number of researchers	Others
1	

6 Time schedule

Starting date	Date of completion (est)
1973, within the EPAL project	1975

7 Source of finance

National Board of Education

8 Keywords

Reading. Teaching method. Foreign language. English.Primary education.

9 Background, aims and problem

When discussing reading in the mother tongue a lot of investigations put forward evidence supporting different hypotheses as regards what components might be of importance when it comes to learning to read. However, there are apparently no such investigations as regards learning to read a foreign language in the primary school. There seem to be reasons to suppose that especially low ability pupils need a rigidly structured reactivation of the language material they are to see in print and read, and that the absence of a reactivation of this kind might seriously obstruct the learning process. The purpose of this investigation is to determine whether this is the case and also to try to shed light on factors of importance to reading ability in a foreign language.

10 Scope

The investigation comprises 360 pupils divided into 16 teaching units in Grade 4 in the town of Västerås. The pupils use the teaching material produced within the EPAL project.

The introduction of reading in English (LINE)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader

Bo Janson, M.A.

139

5 Personnel

Number of researchers 1	Others

6 Time schedule

Starting date 1973, within the EPAL project	Date of completion (est) 1975

7 Source of finance

National Board of Education

8 Keywords

Reading. Teaching method. Foreign language. English. Primary education.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

During the experiment in the autumn term of 1973 the 16 teaching units were divided into two groups, one experimental group and one control group. During half the period of the introduction of reading, i.e. for about 6 weeks, the experimental group did not receive the rigidly structured oral drill which introduces every lesson with the introduction of a new phoneme.
At the first point of comparison (i.e. when the experimental group takes up the oral drill earlier left out) and at the second point of comparison (i.e. when the introduction of reading can be regarded as completed), reading comprehension tests, oral reading tests (with sample of pupils), and attitude tests were carried out. The 17 diagnostic reading comprehension tests belonging to the teaching material are also used in the statistical process. Pupils with reading difficulties in Swedish form special group when analyses are made.

12 Main findings

Since the data so far computorised - background variables and results from the points of comparison (except the oral reading tests) - have not yet been analysed, no reliable results are at this date available.

13 Bibliographic information

Janson, Bo S.
SOME ASPECTS OF THE INTRODUCTION OF READING IN FOREIGN LANGUAGE TEACHING IN THE PRIMARY SCHOOL. With special reference to existing English-teaching materials published in Sweden.
Rapport nr 46, 1974. Department of Educational Research, School of Education, Uppsala.

PROJECT DESCRIPTION

Date

1974-08-29....

1 Project title

Development of a system for the specification and control of the linguistic and language behavior variables in a complex language teaching experiment

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader

Nancy Belmore

141

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1973	Date of completion (est) 1975

7 Source of finance

Swedish Council for Social Science Research

8 Keywords

English. Second language teaching. Computational text analysis. Data processing. Applied linguistics. Experimental design.

9 Background, aims and problem

Research in language teaching has always faced a dilemma: if the language behavior under study has been sufficiently complex to approximate real language behavior, it has been humanly impossible, within such complexity, to: 1) provide a rigorous description of every language feature included, 2) state exactly how knowledge of each such feature has been defined, i.e. what use of each feature every teaching procedure associated with it is designed to elicit, and 3) establish that proficiency in each feature, as so defined, has been adequately tested. Yet these criteria must be met if experiments are to be repeatable and the results unambiguous. The purpose of the proposed research would be to try to develop and demonstrate a system for meeting the above criteria by using techniques for non-numeric data analysis now made practicable by computers, which can perform the otherwise overwhelming processing of language data.

10 Scope

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Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

variables in a complex language teaching experiment

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala

4 Project - and investigation leader

Nancy Belmore

141

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1973	Date of completion (est) 1975

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10 Scope

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11 Methods

During the development phase of the research, three analyses would be prepared: 1) a linguistic analysis of the EPÅL* textbooks, which would provide a complete description of the EPÅL subset, 2) an analysis of EPÅL procedures which would make explicit how proficiency had been defined in the classroom, and 3) an analysis of EPÅL tests which would make explicit how proficiency had been defined in the tests.

The plan would be to express the results of the analyses as continuously updated lists of code-named classes with cross-references, so that a computer could be used to sort through them and print out new ones for specific kinds of comparisons.

* The EPÅL project (engelska på lågstadiet) is described elsewhere in this catalog.

12 Main findings

13 Bibliographic information

142.

Reading and communication skills

PROJECT DESCRIPTION
Date
1974.08.29.....

BEST COPY AVAILABLE

1 Project title

The Reading of Literature in the Swedish Comprehensive School (LIGRU)

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational Research, Gothenburg School of Education

4 Project - and investigation leader

Göte Klingberg, Ph. D.

144

5 Personnel

Number of researchers 2-3 (up to 73. 06. 30), later 1	Others 1/3 (up to 73. 06. 30)

6 Time schedule

Starting date 1969	Date of completion (~~est~~) 1974

7 Source of finance

The National Board of Education. Costs budget year 73/74 30.300 SwCr

8 Keywords

Literary instruction; Goal-based instruction; Goal analysis, Educational objectives

9 Background, aims and problem

To test the extent to which a systematic analysis of objectives, instructional procedures and evaluation can benefit the teaching of literature in the Swedish Comprehensive School.

10 Scope

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational Research , Gothenburg School of Education

4 Project - and investigation leader

Göte Klingberg, Ph. D.

144

5 Personnel

Number of researchers 2-3 (up to 73. 06. 30), later 1	Others 1/3 (up to 73. 06. 30)

6 Time schedule

Starting date 1969	Date of completion (~~est~~) 1974

7 Source of finance

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9 Background, aims and problem

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10 Scope

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11 Methods

1) Drawing up of explicitly formulated and systematically arranged curricular objectives
   - a) Construction of a taxonomy for the classification of educational objectives
   - b) A goal document analysis (of curricula, teachers´ manuals and articles from 12 countries)
   - c) A requirement analysis founded on the classification scheme and the goal document analysis (questionnaires sent to lecturers in methods of teaching, literary scholars, authors of childrens´ books, childrens´ librarians and protagonists of cultural debate)
   - d) Drawing up of a list of objectives suggested as a basis for discussions on both a central and a local level.
2) Co-ordination of procedures and criteria with curricular objectives
   - a) Collecting and sorting of a material of procedures and criteria (done by making a search of teachers´ manuals and similar documents from different countries)
   - b) Construction of objective-procedure-criterion units, that is, concrete suggestions for a more effective teaching of literature through listing, at the same time, a curricular objective, a corresponding procedure and one or more criteria.

Also planned was constructions of teaching aids for goal-based literary instruction in the Comprehensive School and a testing of the application and the effects of such instruction. For this work, no grants have been received, however.

12 Main findings

(at the same time Bibliographic information)

A preliminary version of the classification scheme was presented in Göte Klingberg; A scheme for the Classification of Educational Objectives. Department of Educational Research. Gothenburg School of Education. Research Bulletin No. 5, 1970. 67 pp

The goal document analysis was accounted for in Göte Klingberg and Bengt Ågren: Objectives Stated for the Use of Literature at School. An Empirical Analysis. Part I. Resarch Bulletin No. 8, 1971. 227 pp. - Part II: Appendices. Research Bulletin No. 9, 1971. 231 pp.

The requirement analysis was accounted for in Göte Klingberg and Bengt Ågren: Expert Opinions on the Use of Literature in the Swedish Comprehensive School. A Taxonomic Approach to Requirement Analysis. Research Bulletin No. 11, 1972. 111 pp

The list of objectives and a rationale for the co-ordination of procedures and criteria with curricular objectives were given in Göte Klingberg and Monica Ågren: Planning Literary Instruction. A Discussion of the Curricular Objectives for the Teaching of Literature in the Swedish Comprehensive School and a Rationale for Objective-Procedure-Criterion Units. Research Bulletin No. 13, 1972. 173 pp.

A summary of the analyses of the project was presented in Göte Klingberg: Goal-Based Literary Instruction. A Summary of the Basic Analyses of the LIGRU Project and a Programme for Practical Application and Further Research. Research Bulletin No. 15, 1973. 123 pp.

13 Bibliographic information

A preparatory work for the phase of application planned is Bengt Ågren: Recensioner av barn- och ungdomsböcker. En prototyp till ett hjälpmedel för undervisningen i grundskolan. Rapporter från Pedagogiska institutionen vid Lärarhögskolan i Göteborg. Rapport nr 45, 1973. 111 pp. (dealing with the possibility of using reviews of childrens´ books in the daily press).

A short summary of the project in Swedish is Göte Klingberg: Målstyrd litteraturundervisning. En kort redogörelse för LIGRU-projektet. In: Meddelelser fra Dansklaererforeningen (Gyldendal, Copenhagen) 4, December 1973, pp. 339-359 (reprint as Pedagogiska institutionen. Lärarhögskolan i Göteborg. Uppsats nr 18, 1973).

A more popular contribution to the debate founded on the work of the project is Göte Klingberg: Mål och vägar för grundskolans litteraturundervisning. Utbildningsforskning, rapport 9. Stockholm: Utbildningsförlaget (Skolöverstyrelsen) 1974. 90 pp. (With a short summary in English: Objectives and means for the literary instruction in the Swedish Comprehensive School.)

c) A requirement analysis founded on the classification scheme and the goal document analysis (questionnaires sent to lecturers in methods of teaching, literary scholars, authors of childrens´ books, childrens´ librarians and protagonists of cultural debate)
  d) Drawing up of a list of objectives suggested as a basis for discussions on both a central and a local level.

2) Co-ordination of procedures and criteria with curricular objectives
  a) Collecting and sorting of a material of procedures and criteria (done by making a search of teachers´ manuals and similar documents from different countries)
  b) Construction of objective-procedure-criterion units, that is, concrete suggestions for a more effective teaching of literature through listing, at the same time, a curricular objective, a corresponding procedure and one or more criteria.

Also planned was constructions of teaching aids for goal-based literary instruction in the Comprehensive School and a testing of the application and the effects of such instruction. For this work, no grants have been received, however.

12 Main findings

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A preliminary version of the classification scheme was presented in Göte Klingberg; A scheme for the Classification of Educational Objectives. Department of Educational Research. Gothenburg School of Education. Research Bulletin No. 5, 1970. 67 pp

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PROJECT DESCRIPTION
Date
1974.08.29....

BEST COPY AVAILABLE

1 Project title

The translation of children's books (methodological pilot study)

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational Research, Gothenburg School of Education

4 Project - and investigation leader

Göte Klingberg, Ph. D.

5 Personnel 146

Number of researchers 1	Others -

6 Time schedule

Starting date 1973	Date of completion (xxx) 1974

7 Source of finance

The Swedish Council for Social Science Research. Costs 36.700 SwCr

8 Keywords

Translation of children's books; Children's books; Literary instruction; International understanding, promoting of.

9 Background, aims and problem

There are few scientific studies in order to supply basic data when public measures to forward the translation of children's books are considered. This means, for example, that the methodology of such studies has been treated to a very small extent.
The main problems to deal with are: 1) How children's books to be translated are selected, 2) How the books are in fact translated, 3) Attitudes to the quality of translations.

The ultimate aim of drawing attention to these problems is to give young people better access to literature of top quality and to give them an international outlook. The implementation of these objectives is the task of kindergartens as well as of schools. The three main problems mentioned are, therefore, of consequence for the daily work of teachers and pupils as well as for the work outside school to stimulate and help young people in their reading.

10 Scope

91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☐ In progress ☐ Completed

3 Institute

Department of Educational Research, Gothenburg School of Education

4 Project - and investigation leader

Göte Klingberg, Ph. D.

146

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1973	Date of completion ([illegible]) 1974

7 Source of finance

The Swedish Council for Social Science Research. Costs 36. 700 SwCr

8 Keywords

Translation of children's books; Children's books; Literary instruction; International understanding, promoting of.

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10 Scope

146A

SÖ 91-019-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

Systematic presentation of problems and testing of different methods for studies of

1) the relative importance of different languages (the production of translated literature in general, top quality literature, books with certain content or readability, the reasons why books in certain languages are translated more often than books from other languages)
2) the qualitative selection of books translated or in stock (the methodological problem how to construct lists of books that "ought to" be translated, the reasons why the qualitative choice is made as it is)
3) how children's books are in fact translated (coding scheme, forms to be filled in, exemplification of some categories of change by way of a detailed survey of five books translated into Swedish)
4) the treatment of translations of children's books in reviews (systematic examination of reviews in the daily press as well as in journals entirely devoted to review, classification of different content of criticism of translation work)

12 Main findings

A systematic presentation of the problems. Suitable methods for investigations on a larger scale.

13 Bibliographic information

Göte Klingberg: Översättningen av barn- och ungdomsböcker. En metodisk förundersökning (= The translation of children's books. A methodological pilot study). Rapporter från Pedagogiska institutionen vid Lärarhögskolan i Göteborg. Rapport nr 59, 1974. 192 pp.

PROJECT DESCRIPTION
Date
1974-08-21....

BEST COPY AVAILABLE

1 Project title

Investigation of the Development of Certain Reading, Writing and Other Communication Skills from 7 to 19 years of Age (The LÄSK Project)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Linköping School of Education, Box 3129,
S-580 03 Linköping, Sweden

4 Project - and investigation leader

Hans U Grundin, Eve Malmquist

148

5 Personnel

Number of researchers 1,5	**Others** 0,5

6 Time schedule

Starting date 1970	**Date of completion (est)** 1975

7 Source of finance

The National Board of Education

8 Keywords

READING, WRITING, DEVELOPMENT OF SKILLS, COMPREHENSIVE SCHOOL, UPPER SECONDARY SCHOOL

9 Background, aims and problem

The aims of the investigation are:

1. To describe in some detail the development from 7 to 19 years of age, i.e. in primary, secondary, and post-secondary education, of certain reading, writing, and other communication skills; especially with regard to the level and rate of development at different school stages.

2. To determine, on the basis of the description according to 1. above, to what extent the objectives stated in Swedish curricula for the school stages in question have been reached.

10 Scope

About 120 classes in Linköping (slightly more than 100 000 inhabitants) with altogether 2 500 students are tested in this study, i.e. about lo classes per grade level, special classes - like remedial classes - included. 148A

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Linköping School of Education, Box 3129,
S-580 03 Linköping, Sweden

4 Project - and investigation leader

Hans U Grundin, Eve Malmquist

148

5 Personnel

Number of researchers 1,5
Others 0,5

6 Time schedule

Starting date 1970
Date of completion (est) 1975

7 Source of finance

The National Board of Education

8 Keywords

READING, WRITING, DEVELOPMENT OF SKILLS, COMPREHENSIVE SCHOOL, UPPER SECONDARY SCHOOL

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11 Methods

The main study has so far comprised:

1) Testing of the selected samples on two occasions with an interval of one year. The study is thus mainly cross-sectional but to some extent longitudinal. The development of the abilities involved is described on the basis of test data. Furtner information on tests etc. are given in School Research Newsletter 1973:2 (see below).

2) A questionnaire sent to some 950 teachers of Swedish language concerning what are satisfactory ability levels in students leaving different school forms. The questions were based on the tests used in the study. The opinions of the teachers can therefore be directly compared with the observed ability levels.

12 Main findings

1) A preliminary analysis of test data shows, among other things: In nearly all the investigated abilities there is a continuous growth from grade 1 to grade 11 and apparent stagnation in grade 12. From grade 5 to grade 11 the growth curve is in most cases almost linear, i.e. the increase in ability is constant from grade to grade. The overlap between grades is considerable. The weakest students in grades 11 and 12 are often below the grade 6 average, whereas the best in grade 6 reach the average of the upper secondary school.

2) The teacher questionnaire shows that many teachers find it difficult to judge what ability level an average student should reach in, say, reading comprehension. Among those teachers who did try and make such judgments the variability in opinion is great. Some teachers demand, for instance, more from grade 9 students than others do from grade 12 students. The results indicate that it will be very difficult to reach general agreement as to the 'behavioural objectives' of instruction in this area.

13 Bibliographic information

1. School Research Newsletter of the National Board of Education, Stockholm, No. 1973:2.
2. GRUNDIN, H U, The development of reading, writing and other communication skills during the comprehensive and upper secondary school years: Presentation of a Swedish research project. Paper presented at the 1973 U.K.R.A. Conference in Totley, England (in print).
3. GRUNDIN, H U, Evaluating competence in functional reading: Grades VI - XII. Paper presented at the Fifth World Congress on Reading, Vienna, August 12th - 14th, 1974 (to be published by the International Reading Association).

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1. School Research Newsletter of the National Board of Education, Stockholm, No. 1973:2.
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PROJECT DESCRIPTION
Date
August 27, 1974

1 Project title

Composition in the Intermediate Stage of the Comprehensive School
(Project FRIS)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 2 3

4 Project - and investigation leader

Ann Martinsson

150

5 Personnel

Number of researchers 2	Others 1

6 Time schedule

Starting date 1970	Date of completion (est) 1975

7 Source of finance

National Board of Education

8 Keywords

Composition (literary), creative writing

9 Background, aims and problem

Main objectives of the investigation:

a) Studies of language quality and development
b) Measures taken to stimulate students for composition writing
c) Social differences in written language ability

10 Scope

The project is a follow-up study of about 200 pupils from different districts in Malmö during a three-year period. The problems stated above are studied in

(Project FRIS)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 2 3

4 Project - and investigation leader

Ann Martinsson

150

5 Personnel

Number of researchers 2	Others 1

6 Time schedule

Starting date 1970	Date of completion (est) 1975

7 Source of finance

National Board of Education

8 Keywords

Composition (literary), creative writing

9 Background, aims and problem

Main objectives of the investigation:

a) Studies of language quality and development
b) Measures taken to stimulate students for composition writing
c) Social differences in written language ability

10 Scope

The project is a follow-up study of about 200 pupils from different districts in Malmö during a three-year period. The problems stated above are studied in eight data collections.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

The studies of language quality and development involve investigations of what objective standards may be found in written language and validation of these standards. The criteria for the validation have mainly been marks in composition writing and verbal tests.

The investigation of measures to stimulate students for the compositions are carried out through questionnaires and experimental studies in the school situation.

The three experiments have aimed at various degrees of guidance by stimuli and concentration on factual or emotional treatment, subjects chosen from popular children´s books and concentration on creative or formal instruction and various degrees of reality. The studies of social variation in language ability have been made possible by choosing students from three different school districts in Malmö, representing high, medium and low groups respectively in a social index.

12 Main findings

The investigation of validity has given some preliminary results.

About 400 linguistic measures have been validated. Among these with the highest correlation with students´ marks in composition-writing may be mentioned number of different words in the essay, number of words, number of punctuation marks and number of sentences, i e various measures of productivity.

A factor analysis was carried out on 87 of the 400 linguistic measures giving the following factors: productivity, length of words, syntactic length of sentences, adverbials, subordinate clauses, graphic length of sentences, attributes, coordination, verbs and adjectives.

13 Bibliographic information

PROJECT DESCRIPTION

Date
August 27, 1974

1 Project title

The training of writing in the upper secondary school

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Åke Pettersson

152

5 Personnel

Number of researchers 1 1/4	Others 1

6 Time schedule

Starting date 1973	Date of completion (est) 1976

7 Source of finance

National Board of Education

8 Keywords

Upper secondary school, Swedish, writing training, grammar, language development

9 Background, aims and problem

The completed projects Skrivsyntax (Syntax in written language) and Svenska Mått (Swedish measurements) have made detailed comparisons both between the written language of upper secondary school students and professional non-fictional prose and between the groups of students with different grades. The purpose of the present project is to produce concrete material for the training of writing on the basis of the gauges of quality obtained and to test empirically the effect of the material, in comparison with the traditional type of writing training.

10 Scope

7 teachers, each with one experimental and one control class in the first year of the three-year upper secondary school (grade 10)

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Åke Pettersson

152

5 Personnel

Number of researchers 1 1/4	Others 1

6 Time schedule

Starting date 1973	Date of completion (est) 1976

7 Source of finance

National Board of Education

8 Keywords

Upper secondary school, Swedish, writing training, grammar, language development

9 Background, aims and problem

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10 Scope

7 teachers, each with one experimental and one control class in the first year of the three-year upper secondary school (grade 10).

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11 Methods

A research program, directed at general skill in writing and a control program, directed at specific skills in writing, will be followed, each covering 20 lessons. Both are preceded by an objective pre-test and a pre-essay and followed by a post-essay. The pre-essays and post-essays are compared linguistically, both objectively and also subjectively, by means of teacher assessments.

12 Main findings

Firmly based answers can be expected to the following questions:

1. Which model for the training of writing is best, the one that deals with particular types of production or the one that emphasizes general writing skill?
2. Which of the programs most influences the language of the students in the direction of the style found in informative non-fictional prose?
3. Which types of students gain most from the different programs for training writing?
4. Is the study of grammar of any use in the training of writing?

13 Bibliographic information

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153.

PROJECT DESCRIPTION
Date
.1974-08-30....

1 **Project title**

Diagnostic reading and writing test for the junior level (D.L.S.)

2 ☐ In progress ☒ Completed

3 **Institute**

Pedagogical Centre, Stockholm Local Education Authority

4 **Project - and investigation leader**

Lars-Magnus Björkquist
Birgitta Järpsten

154

5 **Personnel**

Number of researchers 1
Others 2

6 **Time schedule**

Starting date 1971
Date of completion (est) 1974

7 **Source of finance**

Stockholm Local Education Authority and Psykologiförlaget AB

8 **Keywords**

Reading, Writing, Test, Diagnosis, Dyslexia

9 **Background, aims and problem**

The aim is to construct new types of diagnostic reading and writing tests for grade 2 and 3.

They should be an aid in judging
on one hand whether there are reading disabilities
on the other, how they manifest themselves.

10 **Scope**

Appr. 2 500 pupils in grade 2
" 1 500 " " " 3

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2 ☐ In progress ☒ Completed

3 Institute

Pedagogical Centre, Stockholm Local Education Authority

4 Project - and investigation leader

Lars-Magnus Björkquist
Birgitta Järpsten

154

5 Personnel

Number of researchers 1	Others 2

6 Time schedule

Starting date 1971	Date of completion (est) 1974

7 Source of finance

Stockholm Local Education Authority and Psykologiförlaget AB

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9 Background, aims and problem

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Appr. 2 500 pupils in grade 2
" 1 500 " " " 3

151A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

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11 Methods

1. Questionnaires to users of reading and writing tests.
2. Task construction.
3. Tests.
4. Standardization andvalidity/reliability data.

12 Main findings

13 Bibliographic information

Report no. 55 from Pedagogiskt centrum, Stockholms skoldirektion: Björkquist, Johansson, Järpsten, Mattsson. Diagnostiska läs- och skrivprov för årskurs 2 och 3. Förteckning över träningsmaterial. Stockholm 1974.

155.

PROJECT DESCRIPTION
Date
Aug 28th 1974

1 Project title

Reading practice in the middle level (LÄMMEL) (Grades 4 - 6)
Teacher's guide no 1.

2 ☒ In progress ☐ Completed

3 Institute

The Pedagogical Centre at the Stockholm Local Education Authority

4 Project - and investigation leader

C H Björnsson

156

5 Personnel

Number of researchers 1	Others 1

6 Time schedule

Starting date 1968	Date of completion (est) 1974

7 Source of finance

The Stockholm county council and the National Board of Education. **Annual cost at present 140 000 C**

8 Keywords

Reading training, middle level. Reading tests. Swedish, reading.

9 Background, aims and problem

Since long there have been presented wishes of a material-method system that would more than the usual reading-books - further a systematical and individualized reading training in the middle level. The project aims at such a material. There is put great weight upon the training of understanding of what has been read and upon critical and creative reading, but not on speed training. All material consists of text with four levels of difficulty. The goal is that all pupils schould get reading material suitable for their reading-ability. This arrangement allows a common aftertreatment in a whole class, e.g. in the form of drama, discussion or a writing exercise. The meaning is that the pupils should be working on the text and not only sum up the contents of what they know and remember.

10 Scope

So far the reading program for grade 4 has been completed. It consists of 25 pamphlets in four versions. The whole program for the middle level consists of 65 pamphlets.

Teacher's guide no 1.

2 ☒ In progress ☐ Completed

3 Institute

The Pedagogical Centre at the Stockholm Local Education Authority

4 Project - and investigation leader

C H Björnsson

156

5 Personnel

Number of researchers 1	Others 1

6 Time schedule

Starting date 1968	Date of completion (est) 1974

7 Source of finance

The Stockholm county council and the National Board of Education. Annual cost at present 140 000 C

8 Keywords

Reading training, middle level. Reading tests. Swedish, reading.

9 Background, aims and problem

Since long there have been presented wishes of a material-method system that would more than the usual reading-books - further a systematical and individualized reading training in the middle level. The project aims at such a material. There is put great weight upon the training of understanding of what has been read and upon critical and creative reading, but not on speed training. All material consists of text with four levels of difficulty. The goal is that all pupils schould get reading material suitable for their reading-ability. This arrangement allows a common aftertreatment in a whole class, e.g. in the form of drama, discussion or a writing exercise. The meaning is that the pupils should be working on the text and not only sum up the contents of what they know and remember.

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It consists of 25 pamphlets in four versions. The whole program for the middle level consists of 65 pamphlets.

156A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

At the introductory stage there was an analysis of the purpose of the project and of the research work. And there was a questionnaire for teachers in order to map out habits and needs. Tests were made to make it possible to decide the different levels.

Authors of children's books have written the original texts, wich also have been examined by the project expert team. The research centre has produced the training and guidance material. The expert team included 12 persons (school inspectors, school librarians, consultants and teachers).

The material for grade 4 was tried out in about 60 classes in the schools of Stockholm.

The evaluation had three moments:

1) Asking for experiences and attitudes of the teachers and the pupils after each lesson.
2) Tests of reading ability before and after the whole program.
3) A questionnaire on the material as a whole at the end of the year.

12 Main findings

The main results of the try-out in grade 4 are:

1. The reaction on the leading principles - textversions on different degrees of difficulty, free choice of the pupils, exercises of scrambletype based on goalanalysis, a booklet-system and a special parcel for each lesson - was very positive.
2. The pupils tended to choose the difficult version in an unexpected proportion.
3. The readers of different ability found their versions choosen to be of appropriate level of difficulty.
4. The pupils ability to read, as measured by the reading test "Dödsuret", made great progress during the year. The poor readers had gained as much as medium and good readers.
5. The teachers critic was on the wole positive. They whished to continue with te material in grade four if it were available.

13 Bibliographic information

Björnsson, C H
LÄMMEL, Reading practice in the middle level.
Try-out in grade 4.
Stockholm 1973, 24 pp.
(Pedagogiskt utvecklingsarbete i Stockholms skolor, 44)
(Pedagogical development in the schools in Stockholm. 44)

Björnsson, C.H., Davidson, Herbert, & Nilsson, Ingvar
Reading practice in the middle level. (LÄMMEL)
Stockholms skoldirektion: Pedagogiskt centrum
Stockholm 1971. 48 pp. (Pedagogiskt utvecklingsarbete i Stockholms skolor. 31.)
(Pedagogical development in the schools in Stockholm. 31.)

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The evaluation had tree moments:
1) Asking for experiences and attitudes of the teachers and the pupils after each lesson.
2) Tests of reading ability before and after the whole program.
3) A questionnaire on the material as a whole at the end of the year.

12 Main findings

157

The main results of the try-out in grade 4 are:
1. The reaction on the leading principles - textversions on different degrees of difficulty, free choice of the pupils, exercises of scrambletype based on goalanalysis, a booklet-system and a special parcel for each lesson - was very positive.
2. The pupils tended to choose the difficult version in an unexpected proportion.
3. The readers of different ability found their versions choosen to be of appropriate level of difficulty.
4. The pupils ability to read, as measured by the reading test "Dödsuret", made great progress during the year. The poor readers had gained as much as medium and good readers.
5. The teachers critic was on the wole positive. They whished to continue with te material in grade four if it were available.

13 Bibliographic information

Björnsson, C H
LÄMMEL, Reading practice in the middle level.
Try-out in grade 4.
Stockholm 1973, 24 pp.
(Pedagogiskt utvecklingsarbete i Stockholms skolor, 44)
(Pedagogical development in the schools in Stockholm. 44)

Björnsson, C.H., Davidson, Herbert, & Nilsson, Ingvar
Reading practice in the middle level. (LÄMMEL)
Stockholms skoldirektion: Pedagogiskt centrum
Stockholm 1971. 48 pp. (Pedagogiskt utvecklingsarbete i Stockholms skolor. 31.)
(Pedagogical development in the schools in Stockholm. 31.)

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PROJECT DESCRIPTION

Date
1974-09-01

1 Project title

Measurement of legibility and readability in textbooks.

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Umeå School of Education and the University of Umeå.

4 Project - and investigation leader

Jarl Backman

158

5 Personnel

Number of researchers	Others
2	

6 Time schedule

Starting date	Date of completion (est)
1972	1975

7 Source of finance

National Board of Education

8 Keywords

Readability, comprehension, textbook.

9 Background, aims and problem

Producers of instructional material lack sufficient knowledge about the design of textbooks according to legibility as well as readability. The former refers to the effect of typographic variations on ease, precision and speed in perception of graphic symbols. The latter refers to the comprehension of the linguistic composition of text. Both aspects on the design of textbooks have been investigated.

10 Scope

The subject groups in a series of part studies have consisted of the high and the middle level : the comprehensive school. 158A

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

Measurement of legibility and readability in textbooks.

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Umeå School of Education and the University of Umeå.

4 Project - and investigation leader

Jarl Backman

158

5 Personnel

Number of researchers 2	Others

6 Time schedule

Starting date 1972	Date of completion (est) 1975

7 Source of finance

National Board of Education

8 Keywords

Readability, comprehension, textbook.

9 Background, aims and problem

Producers of instructional material lack sufficient knowledge about the design of textbooks according to legibility as well as readability. The former refers to the effect of typographic variations on ease, precision and speed in perception of graphic symbols. The latter refers to the comprehension of the linguistic composition of text. Both aspects on the design of textbooks have been investigated.

10 Scope

The subject groups in a series of part studies have consisted of the high and the middle level : the comprehensive school. 158A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

In the legibility testings preference measurements have mainly been used (eg Thurstone's paired comparisons). Readability has been measured by different types and comprehension tests. The methods can be characterized mainly as experimental. Specially constructed text materials have been used. Analysis of variance and multiple regression analysis have been used at the data processings.

12 Main findings

The legibility studies have hitherto shown that the subjects have very clear and consistent preferences of different types of typographic manipulations (eg line lenght, line size, type size, text area, format etc). The results further indicate that the role of pictures in text seems to be somewhat overestimated. The readability studies show that the measurements have to be based on a combination of syntactic and semantic variablas.

13 Bibliographic information

Backman, J. (1972). Predition av läsförståelse och upplevd svårighetsgrad hos text vid variation av meningslängd. Pedagogiska rapporter Umeå, nr 23.

Auden, B. & Jonson, G. (1972). Psykolingvistiska aspekter på läsbarhet - ett urval aktuella teoretiska och empiriska bidrag. Litteraturgranskningsrapport för C1 i pedagogik vid Umeå universitet. (Stencil).

Lundgren, U. (1973). Syntaktiska och semanstiska variationer och deras effekter på läsförståelse. Litteraturgranskningsrapport för C1 i pedagogik vid Umeå universitet. (Stencil).

Backman, J. Reading comprehension and perceived difficulty of lexical density in written text. (In press).

Backman, J. Interdimensional relations between some common subjective word attributes and their relations to objective word counts. (In press).

Backman, J. En experimentell undersökning av typografiska variationers effekter på läslighet och läsbarhet hos läroböcker. (Stencil).

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12 Main findings

159

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Backman, J. Interdimensional relations between some common subjective word attributes and their relations to objective word counts. (In press).

Backman, J. En experimentell undersökning av typografiska variationers effekter på läslighet och läsbarhet hos läroböcker. (Stencil).

PROJECT DESCRIPTION
Date
.1974-08-30....

1 Project title

Literacy and popular education in Western Norrland 1750-1860 according to the examination registers of the church and parallel sources.

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, Umeå University and Umeå School of Education - Sweden.

4 Project - and investigation leader

Professor Sten Henrysson
Assistent professor Egil Johansson

5 Personnel

160

Number of researchers	Others
3	1

6 Time schedule

Starting date	Date of completion (est)
1973 (1968)	-

7 Source of finance

The Bank of Sweden Tercentenary Fund

8 Keywords

Literacy, reading, home-instruction, church examination records

9 Background, aims and problem

The purpose of the project is to map the extent and meaning of reading proficiency and popular education in Western Norrland, 1750-1860, according to the church examination records and parallel sources, in the perspective of relevant demographical and social information available in these and associated sources.

10 Scope

1. Calculations on the variables in a great number of records.
2. Indept studies with computer in a sample of parishes during different periods.

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4. 1972) examination registers of the church and parallel sources.

2 ☒ In progress ☐ Completed

3 **Institute**

Department of Education, Umeå University and Umeå School of Education - Sweden.

4 **Project - and investigation leader**

Professor Sten Henrysson
Assistent professor Egil Johansson

160

5 **Personnel**

Number of researchers	Others
3	1

6 **Time schedule**

Starting date	Date of completion (est)
1973 (1968)	-

7 **Source of finance**

The Bank of Sweden Tercentenary Fund

8 **Keywords**

Literacy, reading, home-instruction, church examination records

9 **Background, aims and problem**

The purpose of the project is to map the extent and meaning of reading proficiency and popular education in Western Norrland, 1750-1860, according to the church examination records and parallel sources, in the perspective of relevant demographical and social information available in these and associated sources.

10 **Scope**

1. Calculations on the variables in a great number of records.
2. Indept studies with computer in a sample of parishes during different periods.

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11 Methods

According to summaries of the source material and its contents four timeperiods are delimited, namely 1750-60, 1780-90, 1810-20 and 1840-60, Within each of these periods 8-10 intensive studies are done. These intensive studies are made as much as possible representative for different populations, geographical areas etc. Each study includes 800-1200 individuals. Data for each individual is gathered from the examination records and parallel sources e.g. tax lists, migration records and for the last timeperiod also school records of different kinds. The routines of data collection and data processing are worked out in the department of Education at the university of Umeå.

12 Main findings

1. In the first place it is evident that the church examination records lend themselves very well to treatment within the extablished framework of educational measurement. This kind of material is only found in Sweden and Finland. (In other countries in the West investigations of literacy is based on whether wills, testimony etc. are signed or not.)
2. The survey calculations of reading grades imply a very early spread of reading ability in Sweden (the initial surge took place between 1680 to 1740).
3. In the intensive studies, e.g. from the time of the start of compulsory school in the mid 1800s, there are many possibilities to put the reading proficiency and the traditional home education into a massive historical context. In this kind of studies the social environment, migration and other demographical variables are formed around the actual popular education. Such variables as e.g. profession relate to school attendance. All children, even those not attending school, get reading grades in the examination records.
4. In an international perspective the Swedish and Finnish examination records might be of great importance both for educational studies and those demographic studies which they offer with date processing at individual level.

13 Bibliographic information

Johansson, E. En studie med kvantitativa metoder av folkundervisningen i Bygdeå socken 1845-73. Akademisk avhandling, pedagogiska institutionen, Umeå universitet, 1972.

Johansson, E. Läskunnighet och folkundervisning i Sverige. - Ett forskningsfält och dess möjligheter. Historisk Tidskrift, 1973:1, sid 92-107.

Johansson, E. Registrering av kyrkoboksmaterial intill 1900 till ett integrerat informationssystem för skilda forskningsändamål. Pedagogiska institutionen, Umeå universitet. Paper 1973.

Åkerman, S. - Cassel, P.G. - Johansson, E. Background Variables of Population Mobility. An Attempt at Automatic Interaction Detector Analysis. A Preliminary Research Report. The Scandinavian Economic History Review. Vol XXII, No. 1, 1974.

Johansson, E. (ed) Literacy and Society in a Historical Perspective - A Conference Report. Educational Reports, Umeå nr 2, 1973.

Johansson, E. Studying Literacy in the Swedish Church Examination Registers. Pedagogiska institutionen, Umeå universitet. Paper 1974.

Johansson, E. - Norman H. Åkerman, S. The Automatic Interaction Detector-Analysis Applied to Migration and Literacy Research. Report to the Sixth' International Congress on conomic History Copenhagen, August 19-23 1974.

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12 Main findings

161

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Johansson, E. Studying Literacy in the Swedish Church Examination Registers. Pedagogiska institutionen, Umeå universitet. Paper 1974.

Johansson, E. - Norman H. Åkerman, S. The Automatic Interaction Detector-Analysis Applied to Migration and Literacy Research. Report to the Sixth' International Congress on conomic History Copenhagen, August 19-23 1974.

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Physical education

PROJECT DESCRIPTION
Date
26/8 1974

1 Project title

Gymnastic Activities in Schools
(the GAIS project)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research,
Gothenburg School of Education.

4 Project - and investigation leader

Scientific leader and project leader:
Assistant Professor Göran Patriksson.
Survey leaders: Berg Aggestedt, BA, Ulla Tebelius, BA, Lisbeth Wistrand, BA.

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5 Personnel

Number of researchers	Others
3 1/2	3/4

6 Time schedule

Starting date	Date of completion (est)
72/73	74/75

7 Source of finance

National Board of Education

8 Keywords

Physical education, Sport, Physical fitness, Attitudes, Objectives, Problems of measurement.

9 Background, aims and problem

Several earlier studies concerning physical education at lower and higher secondary levels have been conducted in Sweden by, among others, Engström (1972) and Hedberg (1972). Against this background it was judged as desirable that similar studies were made at the lower and middle levels of comprehensive school as well. The main purpose of the project is to investigate, at lower and middle levels, the objectives and methods of physical education in relation to the pupils´ physical development and their interest and knowledge in physical exercise at different ages. Certain factors in their immediate environment, which can be presumed to influence the pupils´ interest in physical activities, will also be studied.

10 Scope

10 classes from each grade 1 - 6, that is 60 classes, which totally include approximately 1400 pupils.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

(the GAIS project)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research,
Gothenburg School of Education.

4 Project - and investigation leader

Scientific leader and project leader:
Assistant Professor Göran Patriksson.
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10 Scope

10 classes from each grade 1 - 6, that is 60 classes, which totally include approximately 1400 pupils.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Literature studies, goal and content analysis, questionnaires, interviews, physical fitness tests.

12 Main findings

At the present time only results from some pilot studies are available (see point 13 below).

13 Bibliographic information

1. Levin m.fl. (red.) 1971: Rapport från konferens i gymnastikpedagogik. Rapport nr 25 från Pedagogiska institutionen, Lärarhögskolan i Göteborg. Stencil. (Not translated)
2. Setterlind, S. 1973: Gymnastikundervisningen i årskurs 7 och 8. En enkätstudie i Karlstads kommun 1970 - 1971. Rapport nr 40 från Pedagogiska institutionen, Lärarhögskolan i Göteborg. Stencil. (Not translated)
3. Gustavsson, S. & Olsson, L. 1973: Attityder och attitydförändringar i ämnet gymnastik. Intervju- och enkätundersökning med en grupp elever i åk 9, vilka i åk 7 hade bedömts som svagmotiverade i gymnastik. Uppsats nr 15 från Pedagogiska institutionen, Lärarhögskolan i Göteborg. Stencil (Not translated).
4. Bengtsson, L-E. & Idegård, L. 1974: Samband mellan allmänbegåvning - kunskaper i idrott - idrottsintresse i årskurs 3 och 6. Uppsats nr 24 från Pedagogiska institutionen, Lärarhögskolan i Göteborg. Stencil (Not translated)
5. Christopherson, V. & Gustavsson, U. 1974: Undersökning av idrottskunskaper bland 10-åringar och 13-åringar, vilka regelbundet deltar i olika idrottsaktiviteter. Uppsats från Pedagogiska institutionen, Lärarhögskolan i Göteborg. Stencil (Not translated)

12 Main findings

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4. Bengtsson, L-E. & Idegård, L. 1974: Samband mellan allmänbegåvning - kunskaper i idrott - idrottsintresse i årskurs 3 och 6. Uppsats nr 24 från Pedagogiska institutionen, Lärarhögskolan i Göteborg. Stencil (Not translated)
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PROJECT DESCRIPTION

Date ....

1 Project title

Elementary orienteering training

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research
Umeå School of Education and University of Umeå

4 Project - and investigation leader

Professor Sten Henrysson

165

5 Personnel

Number of researchers	Others
1	-

6 Time schedule

Starting date	Date of completion (est)
1970	1974

7 Source of finance

National Board of Education

8 Keywords

Sport, Open-air Activities, Orienteering

9 Background, aims and problem

The aim is to produce a method and materials system forelementary orienteering training at the lower and middle levels of comprehensive school.

10 Scope

A mapping of existing teaching materials, education and the pupils' knowledge have been carried out. A methodology in the teaching of map reading have been tested.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research
Umeå School of Education and University of Umeå

4 Project - and investigation leader

Professor Sten Henrysson

165

5 Personnel

Number of researchers	Others
1	-

6 Time schedule

Starting date	Date of completion (est)
1970	1974

7 Source of finance

National Board of Education

8 Keywords

Sport, Open-air Activities, Orienteering

9 Background, aims and problem

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Inventories.
Interviews.
Attitude Measurements.
Tests.
Experiment with different training Methods.

12 Main findings

A simple and usable methodology for elementary orienteering training.

13 Bibliographic information

Almroth,V. Undervisning om karta och kompass på grundskolans mellanstadium. Rapport från Lärarhögskolan i Umeå, 1970. Nr 19.

Almroth,V.,Forsberg,L. och Karlsson,M. Elementär orienteringsundervisning, Del 1. Undervisningen om karta och kompass i grundskolan - En belysning genom undersökningar av elever i gymnasieskolans 1:a årskurs. Rapport från Lärarhögskolan i Umeå, 1972. Nr 39.

Almroth,V. och Karlsson,M. Elementär orienteringsundervisning. Del 2. Undervisningen om karta och kompass i ett antal låg- och mellanstadieklasser enligt lärarintervjuer. Rapport från Lärarhögskolan i Umeå, 1972. Nr 40.

Almroth,V. och Henrysson,S. Elementär orienteringsundervisning. Del 3. Försök med undervisning i kartläsning på grundskolans låg- och mellanstadium. Rapport från Lärarhögskolan i Umeå, 1972. Nr 52

Almroth,V. Elementär orienteringsundervisning. Del 4. Mellanstadieskolors tillgång till kartor och andra material. Rapport från Lärarhögskolan i Umeå, 1974. Nr 60.

Almroth,V..Elementär orienteringsundervisning. Del 5. Lärarkandidater undervisar om karta och kompass - En utprövning av ny metodik på mellanstadiet. Rapport från Lärarhögskolan i Umeå, 1974. Nr 61.

Interviews.
Attitude Measurements.
Tests.
Experiment with different training Methods.

12 Main findings 166

A simple and usable methodology for elementary orienteering training.

13 Bibliographic information

Almroth,V. Undervisning om karta och kompass på grundskolans mellanstadium. Rapport från Lärarhögskolan i Umeå, 1970. Nr 19.

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PROJECT DESCRIPTION

Date 1974-07-08

BEST COPY AVAILABLE

1 Project title

Goals and evaluation in physical education

2 ☒ **In progress** ☐ **Completed**

3 Institute

Department of Education, University of Umeå and Umeå School of Education

4 Project - and investigation leader

Scientific leader: Professor Sten Henrysson
Project leader: Phil lic Gudrun Hedberg

5 Personnel

167

Number of researchers 1½	Others -

6 Time schedule

Starting date 1971	Date of completion (est) 1976

7 Source of finance

National Board of Education

8 Keywords

Goals, evaluation, strength, endurance, attitude, interests, physical education

9 Background, aims and problem

The upper secondary school curricum (1970) sanctions the evaluation of teaching results in physical education by means of physiological tests, tests of skill and pupil questionnaires. Investigations concerning evaluation and merits in physical education show that most teachers employ some form of achievement test. But the main curricular items covered by these tests vary from one teacher to another, as do the number of tests and the appearance and quality. A set of well tried instruments is therefore needed for use in this subject. The aim of the project is to inventory, develop, test and normalize a battery of measuring instruments for evaluation purposes in the teaching of physical education in upper secondary school. The battery will be composed of a test of endurance, six tests of strength and a test of attitude to physical education. These tests shall serve as an aid to student analysis at the commencement of grade 1 of upper secondary school. The battery will also include a test which the teacher can use when he will evaluate his own teaching and a test of interests to be used before the optional part of physical education in the last grade in upper secondary school.

10 Scope

A battery composed of a test of endurance, six tests of strength and a test of attitude will be normalized on a random sample of 220 boys and 205 girls in grade 1 in upper secondary school.

O 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Goals and evaluation in physical education

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, University of Umeå and Umeå School of Education

4 Project - and investigation leader

Scientific leader: Professor Sten Henrysson
Project leader: Phil lic Gudrun Hedberg

5 Personnel

167

Number of researchers 1½	Others -

6 Time schedule

Starting date 1971	Date of completion (est) 1976

7 Source of finance

National Board of Education

8 Keywords

Goals, evaluation, strength, endurance, attitude, interest, physical education

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

An inventory of instruments for measurement of physical status has been carried out.
A random sample of teachers of physical education in upper secondary school was given a questionnaire, which aim was to arrive at an appreciation of the need of these teachers for different measuring instruments, their view on the use of measuring instrument etc.
A conference concerning the need of measuring instruments for evaluation purposes in the teaching of physical education in upper secondary school has been carried out with experts within the subjects physiologi, psychology, education and physical education.
Twelve different tests of static and dynamic strength have been developed and proved on 161 pupils. The six best of these tests have been chosen for the definitive battery.
Three different tests of endurance have been proved on 52 pupils. The best of these tests will be chosen for the definitive battery.
A test of attitude, a test of interests and a test which the teacher can use when he will evaluate his own teaching has been developed, proved and revised several times.
220 boys and 205 girls in grade 1 in upper secondary school will be tested with the definitive battery in September 1974. After that the test will be normalized and manuals for the tests will be worked out.

12 Main findings

Most of the teachers has great need of instruments for measuring the endurance of the pupils. More male than female teachers has great need of instruments for measuring strength while the opposite condition is present for motoric functions. More than the half of the teachers has great need of instruments for measuring skills of the pupils in certain activities, their attitudes to and interest in physical education. The teachers will use the instruments which measure physical status of the pupils as a motivating factor for the pupils.

The six tests of strength and the test of endurance which have been chosen for the definitive battery have all high reliability (, 72 - .96). An evaluation among the pupils which have participated in the examination showed that most of the pupils liked these tests.

13 Bibliographic information

Hedberg, G. Gymnastikundervisningen på gymnasiet. Del 3. Elevernas inställning till betygsättning i gymnastik. University of Umeå and Umeå School of Education. Pedagogiska rapporter nr 15, 1971, 32 s.

Hedberg, G. Utprövning av The Basic Fitness Tests på elever i årskurs 1 i gymnasieskolan - en pilotstudie. (Stencil, 1973, 18 s).

Hedberg, G. Mål och utvärdering i gymnastikundervisningen. Resultat av en enkät till gymnastiklärarna på gymnasieskolan angående behovet av mätinstrument. Umeå School of Education. Pedagogisk rapport nr 59, 1973, 69 s.

Hedberg, G. Om behovet av mätinstrument i ämnet gymnastik. University of Umeå and Umeå School of Education. Pedagogisk debatt nr 6, 1973, 17 s.

Hedberg, G. Gymnastiklärarnas behov av mätinstrument i gymnasieskolan. University of Umeå and Umeå School of Education. Pedagogiska rapporter nr 40, 1974, 37 s.

was given a questionnaire, which aim was to arrive at an appreciation of the need of these teachers for different measuring instruments, their view on the use of measuring instrument etc.
A conference concerning the need of measuring instruments for evaluation purposes in the teaching of physical education in upper secondary school has been carried out with experts within the subjects physiologi, psychology, education and physical education.
Twelve different tests of static and dynamic strength have been developed and proved on 161 pupils. The six best of these tests have been chosen for the definitive battery.
Three different tests of endurance have been proved on 52 pupils. The best of these tests will be chosen for the definitive battery.
A test of attitude, a test of interests and a test which the teacher can use when he will evaluate his own teaching has been developed, proved and revised several times.
220 boys and 205 girls in grade 1 in upper secondary school will be tested with the definitive battery in September 1974. After that the test will be normalized and manuals for the tests will be worked out.

12 Main findings

168

Most of the teachers has great need of instruments for measuring the endurance of the pupils. More male than female teachers has great need of instruments for measuring strength while the opposite condition is present for motoric functions. More than the half of the teachers has great need of instruments for measuring skills of the pupils in certain activities, their attitudes to and interest in physical education. The teachers will use the instruments which measure physical status of the pupils as a motivating factor for the pupils.

The six tests of strength and the test of endurance which have been chosen for the definitive battery have all high reliability (, 72 - .96). An evaluation among the pupils which have participated in the examination showed that most of the pupils liked these tests.

13 Bibliographic information

Hedberg, G. Gymnastikundervisningen på gymnasiet. Del 3. Elevernas inställning till betygsättning i gymnastik. University of Umeå and Umeå School of Education. Pedagogiska rapporter nr 15, 1971, 32 s.

Hedberg, G. Utprövning av The Basic Fitness Tests på elever i årskurs 1 i gymnasieskolan - en pilotstudie. (Stencil,1973, 18 s).

Hedberg, G. Mål och utvärdering i gymnastikundervisningen. Resultat av en enkät till gymnastiklärarna på gymnasieskolan angående behovet av mätinstrument. Umeå School of Education. Pedagogisk rapport nr 59, 1973, 69 s.

Hedberg, G. Om behovet av mätinstrument i ämnet gymnastik. University of Umeå and Umeå School of Education. Pedagogisk debatt nr 6, 1973, 17 s.

Hedberg, G. Gymnastiklärarnas behov av mätinstrument i gymnasieskolan. University of Umeå and Umeå School of Education. Pedagogiska rapporter nr 40, 1974, 37 s.

PROJECT DESCRIPTION

Date
28 8 1974

1 Project title

Research on factors affecting "Sport for All" activity

2 ☒ In progress ☐ Completed

3 Institute

University of Umeå, Department of Education

4 Project - and investigation leader

Project leader Sten Henrysson
Investigation leader Åke Fjellström

169

5 Personnel

Number of researchers	Others
1 half time employee	-

6 Time schedule

Starting date	Date of completion (est)
1971	1973

7 Source of finance

The Board of Education

8 Keywords

"Sport for All" activity, Leisure time habits

9 Background, aims and problem

During 1969 to 1971 data about "Sport for All" habits for persons aged 20 to 60 years, were collected in the counties of Västernorrland and Västerbotten. The purpose was to get information about the quality and quantity in "Sport for All" activities and the factors that affected people´s activeness and non-activeness. The purpose was also to get to know the effects of the practise of "Sport for All" activities. The problem of this phase was mainly concerning the methodological aspects of data-collecting and definitions of active and non-active persons. During 1973/74 a "Sport for All- activity group" of 40 persons has voluntarily been recruited and examined in respect to physiological, psychological and social psychological changes. The pedagogical and educational models of the activities and the effects from those on the above mentioned factors and on the well-being of the participants have also been investigated. Reports are being prepared.

Scope

The project is called Research on factors affecting "Sport for All" activity.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

2 ☒ In progress ☐ Completed

3 Institute

University of Umeå, Department of Education

4 Project - and investigation leader

Project leader Sten Henrysson
Investigation leader Åke Fjellström

169

5 Personnel

Number of researchers 1 half time employee	Others -

6 Time schedule

Starting date 1971	Date of completion (est) 1973

7 Source of finance

The Board of Education

8 Keywords

"Sport for All" activity, Leisure time habits

9 Background, aims and problem

During 1969 to 1971 data about "Sport for All" habits for persons aged 20 to 60 years, were collected in the counties of Västernorrland and Västerbotten. The purpose was to get information about the quality and quantity in "Sport for All" activities and the factors that affected people´s activeness and non-activeness. The purpose was also to get to know the effects of the practise of "Sport for All" activities. The problem of this phase was mainly concerning the methodological aspects of data-collecting and definitions of active and non-active persons. During 1973/74 a "Sport for All- activity group" of 40 persons has voluntarily been recruited and examined in respect to physiological, psychological and social psychological changes. The pedagogical and educational models of the activities and the effects from those on the above mentioned factors and on the well-being of the participants have also been investigated. Reports are being prepared.

10 Scope

The project is called Research on factors affecting "Sport for All" activity.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

Methods used have been research on literature, interviews and surveys completed with different kinds of diaries and direct observation.

12 Main findings

The purpose of the above mentioned studies were also to give information and knowledge about the "Sport for All" habits and effects for different groups of persons. This knowledge has since formad a basis for some experimental research during 1973/74. The so far acquired knowledge has been used for the guidance of informing "Sport for All" activities and has also been giving information about the content and extensiveness of the activity in different groups of human beings.

13 Bibliographic information

Fjellström, A. A comparison between the studies in the counties of Västernorrland and Västerbotten and the town of Umeå in respect to "Sport for All"-regularity and chosed activities. The Department of Education University of Umeå. (Stencil)

Vocational education

PROJECT DESCRIPTION
Date
1974-10-07.....

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1 Project title

Processanalysis of the basic nursing education

2 ☒ In progress ☐ Completed

3 Institute

Pedagogiska Institutionen
Göteborgs Universitet

4 Project - and investigation leader

Britt Johansson
(Scientific leader: Ulf P. Lundgren)

172

5 Personnel

Number of researchers 1	Others

6 Time schedule

Starting date 1974	Date of completion (est) 1978

7 Source of finance

The National Board of Education

8 Keywords

9 Background, aims and problem

The aim of the investigation is to study:

- frame factors in the classroom and in the practical teaching situation when the students learn surgical-medical nursing.
- the contents and methodology of the teaching process.
- the results from the medical-surgical education.

10 Scope

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2 ☒ In progress ☐ Completed

3 Institute

Pedagogiska Institutionen
Göteborgs Universitet

4 Project - and investigation leader

Britt Johansson
(Scientific leader: Ulf P. Lundgren)

172

5 Personnel

Number of researchers 1	Others

6 Time schedule

Starting date 1974	Date of completion (est) 1978

7 Source of finance

The National Board of Education

8 Keywords

9 Background, aims and problem

The aim of the investigation is to study:

- frame factors in the classroom and in the practical teaching situation when the students learn surgical-medical nursing.
- the contents and methodology of the teaching process.
- the results from the medical-surgical education.

10 Scope

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4. 1972)

11 Methods

At this moment the investigation is in the planning stage and the research design is not established.

12 Main findings

13 Bibliographic information

173.

PROJECT DESCRIPTION
Date
August 29, 1974

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1 Project title

Problems in vocational training (Y-project)

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Lars Sjödahl, fil.lic.

174

5 Personnel

Number of researchers 1	Others 1

6 Time schedule

Starting date 1969	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

Nurse training, attitude measurement, job analysis, factor analysis

9 Background, aims and problem

1. Job analysis of nursing, restricted to the psychological aspect
2. Construction and standardisation of attitude scales for measuring patient-centering.
3. Empirical basis for theories of the student nurses' attitude and personality development
4. Content analysis of the curriculum for nursing training
5. Eventual construction of training material dealing with the psychological aspect of nursing
6. Testing and revision of the training material.

10 Scope

Job analysis: 172 nurses. Attitude exploration: 131 student nurses. Attitude and personality development: 290 nurses. 7 attitude instruments, 11 personality tests.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Lars Sjödahl, fil.lic.

5 Personnel

174

Number of researchers 1	Others 1

6 Time schedule

Starting date 1969	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

Nurse training, attitude measurement, job analysis, factor analysis

9 Background, aims and problem

1. Job analysis of nursing, restricted to the psychological aspect
2. Construction and standardisation of attitude scales for measuring patient-centering.
3. Empirical basis for theories of the student nurses' attitude and personality development
4. Content analysis of the curriculum for nursing training
5. Eventual construction of training material dealing with the psychological aspect of nursing
6. Testing and revision of the training material.

10 Scope

Job analysis: 172 nurses. Attitude exploration: 131 student nurses. Attitude and personality development: 290 nurses. 7 attitude instruments, 11 personality tests.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

1. Job analysis: critical incident method, qualitative and quantitative presentation of results.
2. Attitude exploration, factor analysis
3. Attitude and personality development: the cross-sectional method
4. Curriculum analysis: content analysis.

12 Main findings

1. Job analysis: Lists of nursing tasks, description of work demands, information source for constructing training material
2. Curriculum analysis: Lists of exerptions concerning the psychological aspect of nursing.
3. Attitude exploration: two matched item-samples, one and the same sample of individual giving the same 7 attitude factors
4. Cross-sectional study: empirical basis for theories of attitude and personality changes during the nursing training.

13 Bibliographic information

Sjödahl, L. Analys av "läroplan för grundutbildning av sjuksköterskor (sjukskötare)". Pedagogisk-psykologiska problem (Malmö: School of Education), No. 129, 1971.

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Sjödahl, L. Att mäta "patientcentrering":Några metodstudier samt teoribildning i anslutning till konstruktion av attitydtest. Pedagogisk-psykologiska problem (Malmö: School of Education), No. 184, 1972.

Sjödahl, L. Jämförelser mellan frekvenser, absolut och relativ skattning. Tidskrift för yrkesutbildning, 1974, 55(1), 18-29.

Sjödahl, L. Några synpunkter på tolkning av critical-incident data. Tidskrift för yrkesutbildning, 1973, 54(6), 18-26.

Sjödahl, L. Studieteknik för gymnasieskola och vuxenutbildning. Stockholm: LT:s förlag, 1972

Sjödahl, L. Three Indexes for Measuring Interanalyst Agreement in Content Analyses. Scand. J. educ. Res., 18, 1974.

Sjödahl, L. Val av beskrivningsaspekter vid befattningsanalyser för utbildningsplanering. Sveriges Skogsvårdsförbunds Tidskrift, 1973, 71(3), 265-283.

Sjödahl, L. Yrkespedagogisk forskning. Pedagogisk-psykologiska problem (Malmö. School of Education) No. 81, 1969.

2. Attitude exploration, factor analysis
3. Attitude and personality development: the cross-sectional method
4. Curriculum analysis: content analysis.

12 Main findings

175

1. Job analysis: Lists of nursing tasks, description of work demands, information source for constructing training material
2. Curriculum analysis: Lists of exerptions concerning the psychological aspect of nursing.
3. Attitude exploration: two matched item-samples, one and the same sample of individual giving the same 7 attitude factors
4. Cross-sectional study: empirical basis for theories of attitude and personality changes during the nursing training.

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Sjödahl, L. Analys av "läroplan för grundutbildning av sjuksköterskor (sjukskötare)". Pedagogisk-psykologiska problem (Malmö: School of Education), No. 129, 1971.

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Sjödahl, L. Att mäta "patientcentrering":Några metodstudier samt teoribildning i anslutning till konstruktion av attitydtest. Pedagogisk-psykologiska problem (Malmö: School of Education), No. 184, 1972.

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Sjödahl, L. Studieteknik för gymnasieskola och vuxenutbildning. Stockholm: LT:s förlag, 1972

Sjödahl, L. Three Indexes for Measuring Interanalyst Agreement in Content Analyses. Scand. J. educ. Res., 18, 1974.

Sjödahl, L. Val av beskrivningsaspekter vid befattningsanalyser för utbildningsplanering. Sveriges Skogsvårdsförbunds Tidskrift, 1973, 71(3), 265-283.

Sjödahl, L. Yrkespedagogisk forskning. Pedagogisk-psykologiska problem (Malmö: School of Education) No. 81, 1969.

175A

PROJECT DESCRIPTION
Date
August 29, 1974

1 Project title

Educational planning for the forestry course in the Swedish gymnasium (UGYL project)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research,
School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Lars Sjödahl, fil. lic.

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5 Personnel

Number of researchers 2	Others 1

6 Time schedule

Starting date 1974-75	Date of completion (est) 1977-78

7 Source of finance

National Board of Education.

8 Keywords

Vocational training, forestry training, educational planning

9 Background, aims and problem

The project is at the planning stage. The following problems are likely to be investigated

- o Goal seeking
- o Planning of the training process
- o Evaluation of the training

10 Scope

No information yet available

91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Educational planning for the forestry course in the Swedish gymnasium
(UGYL project)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research,
School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Lars Sjödahl, fil. lic.

5 Personnel

176

Number of researchers	Others
2	1

6 Time schedule

Starting date	Date of completion (est)
1974-75	1977-78

7 Source of finance

National Board of Education.

8 Keywords

Vocational training, forestry training, educational planning

9 Background, aims and problem

The project is at the planning stage. The following problems are likely to be investigated

- o Goal seeking
- o Planning of the training process
- o Evaluation of the training

10 Scope

No information yet available

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11 Methods

No information yet available

12 Main findings

No information yet available

13 Bibliographic information

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PROJECT DESCRIPTION
Date
1974-09-09

1 Project title

Vocational lines at the upper secondary school

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Stockholm

4 Project - and investigation leader

Lennart Christiansson

5 Personnel

178

Number of researchers 2.5	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1977

7 Source of finance

The National Board of Education

8 Keywords

9 Background, aims and problem

The project aims at an evaluation of the instruction on certain vocational lines at the upper secondary school with special attention to teaching aids and methods of evaluation in working methods and subject theory.

10 Scope

91-018-2 Maj 1974 G-tryck (f d SÖ L 223, 4. 1972) vocational lines at the upper secondary school

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Stockholm

4 Project - and investigation leader

Lennart Christiansson

5 Personnel

178

Number of researchers 2.5	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1977

7 Source of finance

The National Board of Education

8 Keywords

9 Background, aims and problem

The project aims at an evaluation of the instruction on certain vocational lines at the upper secondary school with special attention to teaching aids and methods of evaluation in working methods and subject theory.

10 Scope

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

12 Main findings

13 Bibliographic information

179.

Mathematics

PROJECT DESCRIPTION
Date
1974-08-29

1 Project title

Process analysis of teaching in mathematics/psycholinguistics
- the PUMP project

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Gothenburg

4 Project - and investigation leader

Wiggo Kilborn
Ulf Lundgren

181

5 Personnel

Number of researchers	Others
2	1

6 Time schedule

Starting date	Date of completion (est)
1973-07-01	1977-06-30

7 Source of finance

The National Board of Education

8 Keywords

Slow-learner, primary school, arithmetic

9 Background, aims and problem

A. Construction
  1. The construction of a diagnosis-strategy-instrument for teaching in mathematics on the compulsory school level.
  2. The construction of a category system for classroom-observations.

B. Description
  1. Description of knowledge in arithmetics - compulsory school level
  2. Description of socio-linguistic differences - compulsory school level

C. Analysis
  1. Analysis of teaching and learning of arithmetics - concentrating mostly on the teaching situation for slow-learners.
  2. Analysis of the teaching process in terms of rules and roles in relation to the verbal competence of the pupils and the content of teaching.

10 Scope

About 1500 pupils grades 1-9 (revision), analysis of text-books in mathematics, about 2000 pupils (main study), 10 school classes for observation.

- the PUMP project

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Gothenburg

4 Project - and investigation leader

Wiggo Kilborn
Ulf Lundgren

181

5 Personnel

Number of researchers 2	Others 1

6 Time schedule

Starting date 1973-07-01	Date of completion (est) 1977-06-30

7 Source of finance

The National Board of Education

8 Keywords

Slow-learner, primary school, arithmetic

9 Background, aims and problem

A. Construction
   1. The construction of a diagnosis-strategy-instrument for teaching in mathematics on the compulsory school level.
   2. The construction of a category system for classroom-observations.

B. Description
   1. Description of knowledge in arithmetics - compulsory school level
   2. Description of socio-linguistic differences - compulsory school level

C. Analysis
   1. Analysis of teaching and learning of arithmetics - concentrating mostly on the teaching situation for slow-learners.
   2. Analysis of the teaching process in terms of rules and roles in relation to the verbal competence of the pupils and the content of teaching.

10 Scope

About 1500 pupils grades 1-9 (revision), analysis of text-books in mathematics, about 2000 pupils (main study), 10 school classes for observation.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

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11 Methods

1. Construction of a diagnosis-strategy-instrument in arithmetics
2. Evaluation of the instrument - revision
3. Content analysis of text-books in relation to the instrument
4. The construction of an analysis system for class-room observation both in respect to the diagnosis-strategy-instrument and in respect to the verbal competence of the pupils.

12 Main findings

182

Publication of results under purpose A. will be done during fall 1974

13 Bibliographic information

1. Kilborn, W. & Lundgren, U.P. (1973) PUMP. En presentation av ett forskningsprojekt rörande svagpresterande elevers undervisning i matematik. (A presentation of a research project concerning the teaching situation of slow-learners in mathematics). The Institute of Education, University of Gothenburg. (In Swedish).
2. Lindström, J. (1973) Dialog och förståelse. (Dialogue and understanding). The Institute of Education, University of Gothenburg. (In Swedish).
3. Dewes, W. (1974) Analyssystem för klassrumsobservationer av verbalt beteende. (Analysis system for classroom-observations of verbal behavior). The Institute of Education, University of Gothenburg (In Swedish).

3. Content analysis of text-books in relation to the instrument
4. The construction of an analysis system for class-room observation both in respect to the diagnosis-strategy-instrument and in respect to the verbal competence of the pupils.

12 Main findings

182

Publication of results under purpose A. will be done during fall 1974

13 Bibliographic information

1. Kilborn, W. & Lundgren, U.P. (1973) PUMP. En presentation av ett forskningsprojekt rörande svagpresterande elevers undervisning i matematik. (A presentation of a research project concerning the teaching situation of slow-learners in mathematics). The Institute of Education, University of Gothenburg. (In Swedish).
2. Lindström, J. (1973) Dialog och förståelse. (Dialogue and understanding). The Institute of Education, University of Gothenburg. (In Swedish).
3. Dewes, W. (1974) Analyssystem för klassrumsobservationer av verbalt beteende. (Analysis system for classroom-observations of verbal behavior). The Institute of Education, University of Gothenburg (In Swedish).

182 A

PROJECT DESCRIPTION

Date
August 27, 1974

1 Project title

The effect of introducing set theory in the Mathematics curriculum for grades 1-9.

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Ingrid Holmberg

183

5 Personnel

Number of researchers 0.5	Others -

6 Time schedule

Starting date 1972	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

Mathematics, new mathematics, number concept, knowledge, attitude

9 Background, aims and problem

In 1969 a new curriculum appeared in Swedish schools. Set theory was introduced in Mathematics from grade 1. This study aims at investigating the differences, if any, in performance in Mathematics, conception of number and attitudes toward Mathematics between classes with the old curriculum in Mathematics and classes with the new one.

10 Scope

n = 1 200; 400 pupils from grade 3, 6 and 9.

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grades 1-9.

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Ingrid Holmberg

5 Personnel

Number of researchers 0.5	Others -

6 Time schedule

Starting date 1972	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

Mathematics, new mathematics, number concept, knowledge, attitude

9 Background, aims and problem

In 1969 a new curriculum appeared in Swedish schools. Set theory was introduced in Mathematics from grade 1. This study aims at investigating the differences, if any, in performance in Mathematics, conception of number and attitudes toward Mathematics between classes with the old curriculum in Mathematics and classes with the new one.

10 Scope

n = 1 200; 400 pupils from grade 3, 6 and 9.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

Two groups of pupils, socially and intellectually comparable, have been trained in Mathematics, one group with the 1962 curriculum, the other with the 1969 curriculum. Changes in:

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1. conception of number
2. knowledge of Mathematics
3. attitudes toward Mathematics

as a function of the curriculum, have been investigated.

12 Main findings

1. When analysing pupils´ conception of number we found that children in grade 6 (12 years old) were significantly superior when trained with the new curriculum than when trained with the old one. In grade 3 (9 years old) and grade 9 (15 years old) we found no significant differences due to curriculum.
2. Analysis of achievement in mathematics revealed that in grade 3 pupils trained with the new curriculum had better results than pupils trained with the old one. In grade 6, on the contrary, children with the old curriculum obtained highest scores. For pupils in grade nine we had two programs, one shorter (9 A) and one more extensive (9 S). Pupils with program 9 A achieved the best results when trained with the old curriculum. For pupils with program 9 S both curriculums yielded similar result.
3. We found no differences in the attitudes toward mathematics related to the curriculums in any grade. The most gifted pupils had a more favourable attitude toward mathematics when trained with the new curriculum, whereas the old curriculum produced a more favourable attitude in the less gifted pupils.

13 Bibliographic information

Holmberg, I. Effekter av ny läroplan i matematik (Lgr 69) på vissa aspekter av talbegreppets utveckling, kunskaper i matematik och attityder mot ämnet. /Effects of a new curriculum of mathematics (Lgr 69) on certain mathematical concepts, and on certain achievement and attitude variables./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No 236, 1974. (In Swedish.)

Educational management

PROJECT DESCRIPTION
Date
1974-06-10....

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1 Project title

The PANG-project (Process Analysis of Non-Graded Schools in Sweden)

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Göteborg

4 Project - and investigation leader

Scientific leader: Professor Urban Dahllöf
Project and investigation leader: Fil.lic. Annika Andrae

186

5 Personnel

Number of researchers	Others

6 Time schedule

Starting date 1972/73	Date of completion (est) 1976/77

7 Source of finance

The National Board of Education

8 Keywords

Non-graded school

9 Background, aims and problem

1) To try out a suitable strategy for studying the teaching process within a non-graded school system and to examine its results with regard to the pupil's knowledge and the social effects.
2) To evaluate the effects of reconstructuring a conventionally graded school system along nongraded lines. The evaluation will concern primarily a) the teaching process and its results in terms of b) achievement and c) social effects.
3) To study the above alternative learning contexts in relation to a social antropological general picture considering local as well as regional variables. The main concern will be to throw light upon the importance of the school as a factor for localization of educational opportunities within community.

10 Scope

1972/73	pupils	and	teachers	grade 7
1973/74	"	"	"	grade 7 + 8
1974/75	"	"	"	parents grade 7 - 9
1975/76	"	"	"	grade 7 - 9

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2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Göteborg

4 Project - and investigation leader

Scientific leader:	Professor Urban Dahllöf
Project and investigation leader:	Fil.lic. Annika Andrae

186

5 Personnel

Number of researchers	Others

6 Time schedule

Starting date	Date of completion (est)
1972/73	1976/77

7 Source of finance

The National Board of Education

8 Keywords

Non-graded school

9 Background, aims and problem

1) To try out a suitable strategy for studying the teaching process within a non-graded school system and to examine its results with regard to the pupil's knowledge and the social effects.

2) To evaluate the effects of reconstructuring a conventionally graded school system along nongraded lines. The evaluation will concern primarily a) the teaching process and its results in terms of b) achievement and c) social effects.

3) To study the above alternative learning contexts in relation to a social antropological general picture considering local as well as regional variables. The main concern will be to throw light upon the importance of the school as a factor for localization of educational opportunities within community.

10 Scope

1972/73	pupils	and teachers		grade 7
1973/74	"	"	"	grade 7 + 8
1974/75	"	"	"	parents grade 7 - 9
1975/76	"	"	"	grade 7 - 9
1976/77	completion and follow-up			

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11 Methods

The research is carried out in five schools. For the moment comparisons are made with "conventional" class teaching. From autumn -74 some other comparison-schools will be incorporated from communities, where other actions have been taken, that is centralization with very long periods of daily travel or lodging.

Questionnaires, interviews and continuous registration of the teaching process with information from the teachers as well as the pupils. Parents have been interviewed. The plans are to have observers in the classroom later on.

The comparison schools have been chosen to equal the descriptions made of the school communities of the research-schools (in cooperation with the Geographical institute in Umeå).

12 Main findings

Results from pilot-studies and the research program are presented in Reports 1 - 5 from the Institute of Education, University of Göteborg.
The cooperation with Umeå is reported in Reports from the Institute of Geography, University of Umeå (in progress).

13 Bibliographic information

Reports from the PANG-project:

1. Andrae, A. 1971: Metodutprövning för registrering av undervisningen inom ett årskurslöst högstadium. En preliminär redovisning av vissa data från läsåret 1970/71. (Värmlandsprojektet nr 1) Göteborg: Rapporter från pedagogiska institutionen 64, Göteborgs universitet. Stencil. (Elaboration of a method for registration of the educational process within a non-graded school system at the upper section of compulsory school).

2. Andrae, A. 1972: Årskurslöst högstadium. Metodutveckling och utvärdering av resultat efter ett års försök med en variant av årskurslös undervisning med tonvikten lagd vid orienteringsämnen. Design, instrument, beskrivning av undersökningsgrupperna samt resultatredovisning. (Värmlandsprojektet nr 2). Göteborg: Rapporter från pedagogiska institutionen 71, Göteborgs universitet. Stencil. (Non-grading at the upper section of compulsory school. Elaboration of methods and evaluation after one year of experimentation with a model for non-graded education in social science. Design, instruments, description of groups and results).

3. Dahllöf, U. & Andrae, A. 1972: Forskningsprogram för processanalyser av årskurslöst högstadium. Göteborg: Rapporter från pedagogiska institutionen 88, Göteborgs universitet. Stencil. (A program for process analysis of nongrading at the upper section of compulsory school).

4. Dahllöf, U. 1973: Glesbygden, högstadiet och utvärderingen av skolan. Särtryck ur Västerbottens-Kuriren 25 januari 1973. Rapporter från pedagogiska institutionen 89, Göteborgs universitet. Stencil. (Sparsely populated areas, the upper section of compulsory school and evaluation of education).

5. Andrae, A. & Dahllöf, U. 1973: Process analysis of non-graded rural schools in Sweden. Outline of an

conventional class teaching. From autumn -74 some other comparison-schools will be incorporated from communities, where other actions have been taken, that is centralization with very long periods of daily travel or lodging.

Questionnaires, interviews and continuous registration of the teaching process with information from the teachers as well as the pupils. Parents have been interviewed. The plans are to have observers in the classroom later on.

The comparison schools have been chosen to equal the descriptions made of the school communities of the research-schools (in cooperation with the Geographical institute in Umeå).

12 Main findings

187

Results from pilot-studies and the research program are presented in Reports 1 - 5 from the Institute of Education, University of Göteborg.
The cooperation with Umeå is reported in Reports from the Institute of Geography, University of Umeå (in progress).

13 Bibliographic information Reports from the PANG-project:

1. Andrae, A. 1971: Metodutprövning för registrering av undervisningen inom ett årskurslöst högstadium. En preliminär redovisning av vissa data från läsåret 1970/71. (Värmlandsprojektet nr 1) Göteborg: Rapporter från pedagogiska institutionen 64, Göteborgs universitet. Stencil. (Elaboration of a method for registration of the educational process within a non-graded school system at the upper section of compulsory school).

2. Andrae, A. 1972: Årskurslöst högstadium. Metodutveckling och utvärdering av resultat efter ett års försök med en variant av årskurslös undervisning med tonvikten lagd vid orienteringsämnen. Design, instrument, beskrivning av undersökningsgrupperna samt resultatredovisning. (Värmlandsprojektet nr 2). Göteborg: Rapporter från pedagogiska institutionen 71, Göteborgs universitet. Stencil. (Non-grading at the upper section of compulsory school. Elaboration of methods and evaluation after one year of experimentation with a model for non-graded education in social science. Design, instruments, description of groups and results).

3. Dahllöf, U. & Andrae, A. 1972: Forskningsprogram för processanalyser av årskurslöst högstadium. Göteborg: Rapporter från pedagogiska institutionen 88, Göteborgs universitet. Stencil. (A program for process analysis of nongrading at the upper section of compulsory school).

4. Dahllöf, U. 1973: Glesbygden, högstadiet och utvärderingen av skolan. Särtryck ur Västerbottens-Kuriren 25 januari 1973. Rapporter från pedagogiska institutionen 89, Göteborgs universitet. Stencil. (Sparsely populated areas, the upper section of compulsory school and evaluation of education).

5. Andrae, A. & Dahllöf, U. 1973: Process analysis of non-graded rural schools in Sweden. Outline of an evaluation project. Reports from the Institute of Education 31. Mimeo.

1874

PROJECT DESCRIPTION

Date 1974-08-24

1 Project title

Educational Problems in Developing Countries

2 ☒ In progress ☐ Completed

3 Institute

Department of Education
School of Education, Linköping
Box 3129, S-580 03 LINKÖPING Sweden

4 Project - and investigation leader

Professor Ingvar Werdelin

188

5 Personnel

Number of researchers	Others
1 plus students	

6 Time schedule

Starting date	Date of completion (est)
1972	

7 Source of finance

-

8 Keywords

DEVELOPING COUNTRY

9 Background, aims and problem

The project leader and the others involved in the project have spent several years in developing countries where they taught methods of Educational Planning and carried out research in this field and in the field of Educational Development. This resulted in a series of books and reports. The present project is meant to continue the work started by studying possibilities of analysing educational problems in developing countries and by developing methods for this analysis

10 Scope

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Educational Problems in Developing Countries

2 ☒ In progress ☐ Completed

3 Institute

Department of Education
School of Education, Linköping
Box 3129, S-580 03 LINKÖPING Sweden

4 Project - and investigation leader

Professor Ingvar Werdelin

5 Personnel

188

Number of researchers 1 plus students	Others

6 Time schedule

Starting date 1972	Date of completion (est)

7 Source of finance

-

8 Keywords

DEVELOPING COUNTRY

9 Background, aims and problem

The project leader and the others involved in the project have spent several years in developing countries where they taught methods of Educational Planning and carried out research in this field and in the field of Educational Development. This resulted in a series of books and reports. The present project is meant to continue the work started by studying possibilities of analysing educational problems in developing countries and by developing methods for this analysis

10 Scope

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11 Methods

The main aim of the project has been to develop methodologies, e.g. by means of studies of models of school systems. A book preliminarily called A Manual of Educational Planning is being prepared. Studies have been carried out on research and instruction in the field

12 Main findings

13 Bibliographic information

Lindgren-Hooker, B: Educational Flow Models, Applied to Arab Statistical Data. Linköping Studies in Education, No. 3, 1974

PROJECT DESCRIPTION
Date
August 29, 1974

1 Project title

The School Milieu Project

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Bertil Gran, Olle Engquist

190

5 Personnel

Number of researchers 2	Others 0.50

6 Time schedule

Starting date 1970	Date of completion (est) Not fixed

7 Source of finance

National Board of Education

8 Keywords

Open plan schools, building, school environment, primary school, emotional development, cognitive development, team teaching, teaching personnel

9 Background, aims and problem

The project deals with the open-plan schools, known as "samskap" schools, in the southwest region of Sweden. The main aim of the investigation is to test the ideas lying behind the layout of the school buildings. The first step has been to define the problem more closely and to develop the measuring instruments. In a second study the project also deals with the effects on the cognitive and socio-emotional development of the pupils.

10 Scope

Six open-plan schools and six conventionally built schools. 4500 pupils and 200 teachers in primary schools.

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2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Bertil Gran, Olle Engquist

5 Personnel

190

Number of researchers 2	Others 0.50

6 Time schedule

Starting date 1970	Date of completion (est) Not fixed

7 Source of finance

National Board of Education

8 Keywords

Open plan schools, building, school environment, primary school, emotional development, cognitive development, team teaching, teaching personnel

9 Background, aims and problem

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10 Scope

Six open-plan schools and six conventionally built schools. 4500 pupils and 200 teachers in primary schools.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

1. Interviews with school leaders and with non-teaching staff.
2. Questionnaires to teachers and pupils.
3. Systematic observations.
4. Cognitive tests.
5. Personality tests.

The design is built up as repeated testing.

12 Main findings

191

One of the more important results of the analyses is that they have shown what big differences there are between the open-plan schools in the lay-out of the buildings, in pedagogic activity, and in the attitudes of teachers and pupils. The attitudes have mainly been positive, and negative points of view have largely concerned specific aspects.

The study of the effects on the pupils from the two organizational structures is not yet ready.

13 Bibliographic information

Gran, Bertil (Ed.). De öppna skolorna i Malmöregionen. Problembelysning och tvärvetenskaplig metodutveckling. /Open-plan schools in the Malmö region. Problems and interdisciplinary development of methods./ Pedagogisk-psykologiska problem (Malmö: School of Education), No 174, 1972, (In Swedish. A summary in English is available.)

Gran, Bertil. Öppna skolor i Sverige. En lägesrapport. /Open plan schools in Sweden. The present state of development/. Pedagogisk-psykologiska problem (Malmö: School of Education), No 234, 1974.

Rodhe, B., Gran, Bertil, Engquist, O., Lindh, S. & Rudvall, G. New patterns of teacher tasks. A report on Swedish experience in the Malmö region. Stencil, November 1973. OECD.

Röhr, G. Open Plan schools in Malmö, Sweden. Management Analyses Paper. OECD/IMTEC. Stencil. 1974.

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5. Personality tests.

The design is built up as repeated testing.

12 Main findings

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Rodhe, B., Gran, Bertil, Engquist, O., Lindh, S. & Rudvall, G. New patterns of teacher tasks. A report on Swedish experience in the Malmö region. Stencil, November 1973. OECD.

Röhr, G. Open Plan schools in Malmö, Sweden. Management Analyses Paper. OECD/IMTEC. Stencil. 1974.

PROJECT DESCRIPTION

Date

August 21, 1974

1 Project title

Varying Sizes of Groups and Team Teaching (Project VGT)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

192

Project leaders: Göte Rudvall and Olle Engquist
Tutor: Olof Magne

5 Personnel

Number of researchers	Others
2 (both part time)	0.5

6 Time schedule

Starting date	Date of completion (est)
1969	1975

7 Source of finance

National Board of Education

8 Keywords

Team teaching, flexible grouping, school organization, curriculum development

9 Background, aims and problem

This research and development project is being conducted in cooperation with the Malmö Region Educational Development Activities (MED). Its general purpose is to evaluate experiments with flexible grouping and team teaching, which were started in Malmö at the beginning of the 1960's. The research project has concentrated on grades 7-9 in the comprehensive school, but some studies have also been carried out in two secondary schools.
During the school year 1973/74 the activities of the project have been coordinated with the start of a new project in grades 4-6, called Systems analysis of local school environments, including open plan schools (Project SLS). (See special description of this project.)

10 Scope

Eight comprehensive schools are studied with regard to "stability" or "flexibility" in organization and layout. Two classes in the upper level (grade 7-9) of each school have been selected and have been followed for three years.

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Team Teaching (Project VGT)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

192

Project leaders: Göte Rudvall and Olle Engquist
Tutor: Olof Magne

5 Personnel

Number of researchers	Others
2 (both part time)	0.5

6 Time schedule

Starting date	Date of completion (est)
1969	1975

7 Source of finance

National Board of Education

8 Keywords

Team teaching, flexible grouping, school organization, curriculum development

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10 Scope

Eight comprehensive schools are studied with regard to "stability" or "flexibility" in organization and layout. Two classes in the upper level (grade 7-9) of each school have been selected and have been followed for three years.

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11 Methods

Interviews, questionnaires and observation have been used to determine the degree of organizational stability or flexibility in the structure of the eight comprehensive schools. Schools built in a traditional way are compared with two open-plan schools. The development of the pupils in randomly selected classes is followed during a period of three years with regard to changes in aptitude, attitude and personality. The methods used here include intelligence tests, questionnaires and standardized tests, interest inventories and personality tests.
In the two secondary schools, only teacher and pupil questionnaires have been used.

12 Main findings

Up to now, the project has been at an exploratory stage, in which teacher and pupil questionnaries and interviews have illustrated a wide variety of the problems that arise when certain rigid organizational patterns are broken up. One of the two secondary schools has reported mainly positive experiences from en experimental relaxation of the attendance rule. In the other school, the results of the VGT experiments have revealed organizational difficulties and feelings of insufficient contact between teachers and pupils. The collection of data for the main piece of research, which is a longitudinal investigation of the development of the pupils in comprehensive schools with different types of organization, will not be finished until the end of the school year 1973/74. For this reason no data have yet been presented. In developing methods for these studies, there has been collaboration with another project - "Development of curricula for 'Samskap schools'". Certain preliminary data concerning two open plan schools for grades 7-9 have been published. However, these data are so inconclusive that they are only suitable for use in formulating hypotheses for further investigations. The investigations carried out so far have formed the basis for the publications listed below.

13 Bibliographic information

Gran, Bertil (Ed.) De öppna skolorna i Malmöregionen: Problembelysning och tvärvetenskaplig metodutveckling. /The open-plan schools in the Malmö region: Problems and interdisciplinary development of methods./ Pedagogisk-psykologiska problem (Malmö: School of Education), No 174, 1972.

Rodhe, B. & Gran, B (Ed.) New Patterns of Teacher Tasks. A report on Swedish Experiences in the Malmö Region. OECD, Paris, 1974, 60 p.

Rudvall, G. (Ed.) Flexibel skola - flexibel undervisning: En symposierapport. /Flexible school - flexible teaching: A report from a symposium./ Pedagogisk-psykologiska problem (Malmö: School of Education), No 155, 1971.

Rudvall, G. (Ed.) Flexibel skola - flexibel undervisning. En informations- och debattskrift. /Flexible school - flexible teaching: Information and discussion./ Stockholm: Utbildningsförlaget, 1972, 95 p.

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Rudvall, G. (Ed.) Flexibel skola - flexibel undervisning. En informations- och debattskrift. /Flexible school - flexible teaching: Information and discussion./ Stockholm: Utbildningsförlaget, 1972, 95 p.

PROJECT DESCRIPTION
Date
August 25, 1974

BEST COPY AVAILABLE

1 Project title

Systems analysis of local school environments, among others open plan schools (Project SLS)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Project leaders: Göte Rudvall and Olle Engquist
Tutor: Olof Magne

194

5 Personnel

Number of researchers: 2 (both part time)
Others: 0,5

6 Time schedule

Starting date: 1973
Date of completion (est): 1977

7 Source of finance

National Board of Education

8 Keywords

Systems analysis, school organization, school environment, curriculum development

9 Background, aims and problem

This research and development project is being conducted in cooperation with the Malmö Region Educational Development Activities (MED). It has developed out of the research work in Malmö on some open plan schools, so called Samskap schools (Curriculum development in Samskap Schools) in the lower and middle level of the 9 year compulsory school and comparative studies of different school environments in some schools for the upper level, including two open plan schools, in the project VGT (Varying Sizes of Groups and Team Teaching).
The aim of the SLS-project is to compare the situation in two open plan schools with that in two traditionally built schools, when the activities are organized in a more flexible way than that traditionally used, with different forms of cooperation between staff and varied grouping of the pupils.
The activities are planned by means of cooperation between those working in the schools and research workers following what is called a problem-solving model.

10 Scope

Two schools in Malmö with middle level (classes 4-6), one open plan and one traditionally built school have been chosen as experiment schools. Two other schools are used as reference schools. Experiments are to be conducted during the school

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2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Project leaders: Göte Rudvall and Olle Engquist
Tutor: Olof Magne

5 Personnel

Number of researchers 2 (both part time)	Others 0,5

6 Time schedule

Starting date 1973	Date of completion (est) 1977

7 Source of finance

National Board of Education

8 Keywords

Systems analysis, school organization, school environment, curriculum development

9 Background, aims and problem

This research and development project is being conducted in cooperation with the Malmö Region Educational Development Activities (MED). It has developed out of the research work in Malmö on some open plan schools, so called Samskap schools (Curriculum development in Samskap Schools) in the lower and middle level of the 9 year compulsory school and comparative studies of different school environments in some schools for the upper level, including two open plan schools, in the project VGT (Varying Sizes of Groups and Team Teaching).
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The activities are planned by means of cooperation between those working in the schools and research workers following what is called a problem-solving model.

10 Scope

Two schools in Malmö with middle level (classes 4-6), one open plan and one traditionally built school have been chosen as experiment schools. Two other schools are used as reference schools. Experiments are to be conducted during the school years 1974/75 and 1975/76. 1976/77 is planned to be a year of analysis and reporting.

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11 Methods

A rather large project group, representing different categories in the schools, does the general planning. Smaller groups for analyses prepare the different experimental periods. The researchers take part in the work of the different planning groups. They also, in different ways, follow the experimentation work through participating observation, systematic observation, interviews and questionnaires. They make models for evaluation instruments, which can be used by the staff. Evaluation instruments from the earlier mentioned Samskap and VGT projects will also be used in the SLS project.
As the project is still at a planning stage the methods can not be specified in more detail.

12 Main findings

Results to report do not yet exist, as the whole school year 1973/74 has been used for the choice of schools, discussions with these and general planning in the project group.

13 Bibliographic information

Rudvall, G. (Ed.) Flexibel skola - flexibel undervisning. En informations- och debattskrift. /Flexible school - flexible teaching: Information and discussion./ Stockholm, Utbildningsförlaget, 1972, 95 p.

195.

PROJECT DESCRIPTION
Date
....

1 Project title

The geographical development of compulsory schooling

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Ethnogeography, University of Stockholm

4 Project - and investigation leader

Assistant professor Torvald Gerger

196

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1969	Date of completion (est) 1977

7 Source of finance

The Social Science Research Council, The Bank of Sweden Fund

8 Keywords

School localization, the spatial development of schooling

9 Background, aims and problem

1. The first main part of the project sets out to describe the changes which have occurred in the localization of school premises from the introduction of compulsory schooling in Sweden down to the present time, as well as indicating the principal causes of this process of change.

2. The second main part of the project will show the geographical development of schooling in a parish from the introduction of compulsory schooling in Sweden to the point in time where the formal and actual education of school attendance coincide.

10 Scope

Section 1 forms a sub-project of the research project Administrative Spatial Systems, sponsored by the Institute of Ethnogeography at the University of Stockholm.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Ethnogeography, University of Stockholm

4 Project - and investigation leader

Assistant professor Torvald Gerger

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5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1969	Date of completion (est) 1977

7 Source of finance

The Social Science Research Council, The Bank of Sweden Fund

8 Keywords

School localization, the spatial development of schooling

9 Background, aims and problem

1. The first main part of the project sets out to describe the changes which have occurred in the localization of school premises from the introduction of compulsory schooling in Sweden down to the present time, as well as indicating the principal causes of this process of change.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

1. Interviews, questionnaires, archival research, spatial analysis.

2. Archival research, statistical analysis, graphic information processing.

12 Main findings

1. Main reports published (vid. infra)

Among other things the results show the effects which social development and the reforms enacted in the educational sector have had on the localization of schools.

2. Colletion of data has begun.

13 Bibliographic information

Gerger, Torvald Skolans geografiska utveckling i Sverige. Stockholm, Norstedts, 1972, 107 pp. (The geographical development of schooloing in Sweden).

Gerger, Torvald Ett rumsligt förändringsförlopp. Den obligatoriska skolan i Sverige. The Institute of Ethnogeography, University of Stockholm, 1974, 91 pp. (A spatial process of change. Compulsory schooling in Sweden).

PROJECT DESCRIPTION

Date

1/9 1974

1 Project title

School problems in thinly populated areas.

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research
Umeå School of Education and the University of Umeå

4 Project - and investigation leader

Henning Johansson
Anna-Greta Råberg
Ulla Wall

198

5 Personnel

Number of researchers	Others
5	-

6 Time schedule

Starting date	Date of completion (est)
1972/73	1976

7 Source of finance

National Board of Education

8 Keywords

Rural School, Bilingualism, Pre-school.

9 Background, aims and problem

The complex of problems connected with schools in thinly populated areas includes demographic, social and cultural problems.
This project investigates:

1. Problems in pre-school.
2. Problems in the middle and upper departments of the comprehensive school.
3. Problems in Bilingual areas.

10 Scope

The investigation concerning point 1 and 2 above is carried out in the county of Västerbotten. Point 3 in the Torne Valley.

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research
Umeå School of Education and the University of Umeå

4 Project - and investigation leader

Henning Johansson
Anna-Greta Råberg
Ulla Wall

198

5 Personnel

Number of researchers 5	Others -

6 Time schedule

Starting date 1972/73	Date of completion (est) 1976

7 Source of finance

National Board of Education

8 Keywords

Rural School, Bilingualism, Pre-school.

9 Background, aims and problem

The complex of problems connected with schools in thinly populated areas includes demographic, social and cultural problems.
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10 Scope

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11 Methods

Interviews,
Inventories,
Tests,
Experiments.

12 Main findings

The investigation is in progress.

13 Bibliographic information

The first report will be published in september 1974.

PROJECT DESCRIPTION
Date
1974-08-29.....

1 Project title

Individualized Curricula and Ungraded Instruction

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala.

4 Project - and investigation leader

Timo Malmberg, Karl-Georg Ahlström

5 Personnel 200

Number of researchers: 2

Others: Varying from time to time

6 Time schedule

Starting date: 1970

Date of completion (est): 1977

7 Source of finance

National Board of Education

8 Keywords

Information system. Educational administration. Resource allocation. Educational planning. Individualized teaching. Non-graded school, Mastery learning. Data base.

9 Background, aims and problem

Methods of controlling productivity for use in school and educational administration are being developed and tested. The primary aim is to achieve more individualized curricula and, from the point of view of business economics, to achieve a more adequate use of available resources. This includes trying to find out how appropriate and necessary it is to divide upper secondary students into groups with pre-set curricula, and then into classes, which move in parallell and step-by-step through semester and yearly courses, during which time the students study 10 to 12 subjects at the same time. A reason for the present system may be that, up to now, the available means for the management of the school and the direction of instruction have made any other approaches practically impossible, even if they were desirable. The aim of the project is therefore to develop and test a support system and methods for the administration of instruction, which can give the students greater freedom to chose what they will study, as well as giving the teachers and school authorities a way to use available resources more profitably and to adapt them to the needs of the students.

10 Scope

Administrative routines within a large secondary school, as well as curriculum, primarily subjects included in the science block.

200A

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11 Methods

Relevant data will be obtained by means of:

a) Document analyses
b) Individual tests in english, mathematics and swedish (see aim one)
c) Questionnaires and interviews (aims three and four)
d) Jacobson´s Progressive Relaxation Method (aim four)

12 Main findings

The results so far show that the diagnostic tests in english, mathematics and swedish are functioning well. The tests can be used either so that the person do the test at home or in a group supervised by a test leader. No direct difference in result can be noticed by using the tests in one way or another.

13 Bibliographic information

Eklund, Sigrid Konstruktion och preliminär utprövning av förkunskapsprov i engelska (Construction and preliminary try-out of diagnostic tests in english). Linköping School of Education, 1972, 39 p + app. (In Swedish)

Gerhardsson, Birgit Vuxenutbildning och studierådgivning - några synpunkter i anslutning till utprövning av ett förkunskapsprov i engelska (Adult education and educational guidance - some aspects in connection with try-out of a diagnostic test in english). Linköping School of Education, 1973, 40 p + app. (In Swedish)

208.

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Uppsala.

4 Project - and investigation leader

Timo Malmberg, Karl-Georg Ahlström

200

5 Personnel

Number of researchers 2	Others Varying from time to time

6 Time schedule

Starting date 1970	Date of completion (est) 1977

7 Source of finance

National Board of Education

8 Keywords

Information system. Educational administration. Resource allocation. Educational planning. Individualized teaching. Non-graded school, Mastery learning. Data base.

9 Background, aims and problem

Methods of controlling productivity for use in school and educational administration are being developed and tested. The primary aim is to achieve more individualized curricula and, from the point of view of business economics, to achieve a more adequate use of available resources. This includes trying to find out how appropriate and necessary it is to divide upper secondary students into groups with pre-set curricula, and then into classes, which move in parallell and step-by-step through semester and yearly courses, during which time the students study 10 to 12 subjects at the same time. A reason for the present system may be that, up to now, the available means for the management of the school and the direction of instruction have made any other approaches practically impossible, even if they were desirable. The aim of the project is therefore to develop and test a support system and methods for the administration of instruction, which can give the students greater freedom to chose what they will study, as well as giving the teachers and school authorities a way to use available resources more profitably and to adapt them to the needs of the students.

10 Scope

Administrative routines within a large secondary school, as well as curriculum, primarily subjects included in the science block.

200 A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

BEST COPY AVAILABLE

11 Methods

The first phase consists of developing instruments for the assessment of students, the arrangement and routines for individualized study in a school which is not divided into classes, as well as a system for storing data in a computer. This work is in progress.
Only when this work has been completed evaluation techniques can be specified more clearly.

201

12 Main findings

Not presently available.

13 Bibliographic information

Malmberg, Timo, Bjuhr, Ulf, Lindvall, Lars-Ove. Databaser inom skoladministration, Pedagogiska institutionen, LHU 1973.

Malmberg, Timo. Flexibel skola - flexibel undervisning i Datorer som hjälpmedel i undervisningen, föredrag 1973-10-02--03, sid 139-141, Styrelsen för Teknisk utveckling, Stockholm 1974.

Därutöver huvudsakligen endast opublicerade stenciler, redogörelser och specifikationer. Följande kan nämnas:

Malmberg, Timo. Projekt ISSU, Pedagogiska institutionen, LHU 1972-10-20, stencil 11 sid.

Malmberg, Timo. Projekt ISSU, Pedagogiska institutionen, LHU 1972-12-07, stencil 15 sid.

Malmberg, Timo. Information om projektet Individuell Studiegång och Stadielös Undervisning, Pedagogiska institutionen, LHU 1973-01-25, stencil 3 sid.

Wikström, Hans. ISSU-projektets lokalisering till Dragonskolan, Dragonskolan, Umeå, 1972-08-28, stencil 2 sid.

Wikström, Hans. Yttrande över Lärarhögskolans i Uppsala skrivelse till Skolstyrelsen av den 7.12 angående ISSU-projektet, Dragonskolan, Umeå, 1972-12-13, stencil 7 sid.

Only when this work has been completed evaluation techniques can be specified more clearly.

12 Main findings

Not presently available.

13 Bibliographic information

Malmberg, Timo, Bjuhr, Ulf, Lindvall, Lars-Ove. Databaser inom skoladministration, Pedagogiska institutionen, LHU 1973.

Malmberg, Timo. Flexibel skola - flexibel undervisning i Datorer som hjälpmedel i undervisningen, föredrag 1973-10-02--03, sid 139-141, Styrelsen för Teknisk utveckling, Stockholm 1974.

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Wikström, Hans. Yttrande över Lärarhögskolans i Uppsala skrivelse till Skolstyrelsen av den 7.12 angående ISSU-projektet, Dragonskolan, Umeå, 1972-12-13, stencil 7 sid.

Adult education

PROJECT DESCRIPTION
Date
1974-08-21.....

1 Project title

The GUME/Adults Project

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research
Gothenburg School of Education

4 Project - and investigation leader

Tibor von Elek

5 Personnel

Number of researchers 1	Others 1

6 Time schedule

Starting date 1970	Date of completion (est) 1974

7 Source of finance

The National Board of Education

8 Keywords

Language Teaching; Language Acquisition; English as a Foreign Language; Methods of Language Teaching; Grammar Teaching; Adult Education

9 Background, aims and problem

The main objective of the research is to contribute, through empirical investigations, to a better knowledge of second language acquisition by adults. For this purpose a series of comparative method studies have been conducted, mainly with adult students as experimental subjects. Secondary objectives of the research are to develop and evaluate instructional materials and tests, and to investigate the effectiveness and attractiveness of various teaching techniques and teaching aids in the fields of adult education.

The research program should be viewed against the methodological debates of the past decade or so resulting from conflicting theories of language and language acquisition, and the tremendous expansion of adult education in recent years.

10 Scope

See next paragraph.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research
Gothenburg School of Education

4 Project - and investigation leader

Tibor von Elek

203

5 Personnel

Number of researchers 1	Others 1

6 Time schedule

Starting date 1970	Date of completion (est) 1974

7 Source of finance

The National Board of Education

8 Keywords

Language Teaching; Language Acquisition; English as a Foreign Language; Methods of Language Teaching; Grammar Teaching; Adult Education

9 Background, aims and problem

The main objective of the research is to contribute, through empirical investigations, to a better knowledge of second language acquisition by adults. For this purpose a series of comparative method studies have been conducted, mainly with adult students as experimental subjects. Secondary objectives of the research are to develop and evaluate instructional materials and tests, and to investigate the effectiveness and attractiveness of various teaching techniques and teaching aids in the fields of adult education.

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10 Scope

See next paragraph.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

Scope. The main experiment, carried out in 1970 with subjects from a municipal school for adults, was followed by two replications, one in 1971 with folk high school students and one in 1972 with adolescents from the compulsory school. The number of subjects participating in these experiments amounted to 300. A large-scale follow-up study was undertaken in 1973-74 with more than 600 subjects from the types of schools mentioned above. In addition to these studies two experiments were conducted in 1972 and 1973, one dealing with vocabulary learning and one with individualized instruction. The number of subjects, all of them adult students, was roughly 100 in the former and 50 in the latter experiment.

Methods. Treatment effects were measured by means of gain scores from pre-test to post-test. Students' attitudes toward treatments as well as interactions between treatment and some background variables were investigated.

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12 Main findings

The experimental methods compared in the first three experiments were based on an audiolingual and a cognitive theory and were called implicit (IM) and explicit (EX) respectively. In the follow-up study of 1973-74 two new experimental methods, called IMEX and EXIM, were added to the original ones. These reflected less extreme views of language learning and were more eclectic in terms of teaching strategies than IM and EX.

At the adult level the EX method yielded significantly better learning effect and more positive attitudes than the IM method. No interaction effects between treatment on the one hand and age, proficiency, and aptitude on the other were observed; the EX method proved superior at all levels. The new methods did not surpass EX in any respect.

The experiments with compulsory school students yielded similar results but the pattern was not as clear-cut as with adult students. Certain tendencies toward aptitude-treatment interaction effects were observed.

The experiment in vocabulary learning by monolingual and bilingual word-lists resulted in a significant difference in favour of the latter. The experiment in individualized grammar teaching showed that the subjects had very favorable attitudes toward the model for self-instructional grammar courses that was tried out with cassette recorders.

13 Bibliographic information

von Elek, Tibor, and Oskarsson, Mats. Teaching Foreign Language Grammar to Adults: A Comparative Study. Almqvist & Wiksell, 1973.

von Elek, Tibor, and Oskarsson, Mats. A Replication Study in Teaching Foreign Language Grammar. Department of Educational Research, Gothenburg School of Education, 1973.

Oskarsson, Mats. Monolingual and Bilingual Vocabulary Learning: Theoretical Background and Experimental Findings. Department of Educational Research, Gothenburg School of Education, 1974.

von Elek, Tibor. An Experiment in Individualizing the Teaching of Foreign Language Grammar to Adults. Department of Educational Research, Gothenburg School of Education, 1974.

Björneberg, Björn. A Follow-Up Study in Teaching Foreign Language Grammar. Department of Educational Research, Gothenburg School of Education, 1974.

In addition to these a number of papers and articles reporting on various stages and aspects of the research are available. Since the project is to be terminated in the fall term, a final report is due toward the end of 1974.

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13 Bibliographic information

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von Elek, Tibor, and Oskarsson, Mats. *A Replication Study in Teaching Foreign Language Grammar*. Department of Educational Research, Gothenburg School of Education, 1973.

Oskarsson, Mats. *Monolingual and Bilingual Vocabulary Learning: Theoretical Background and Experimental Findings*. Department of Educational Research, Gothenburg School of Education, 1974.

von Elek, Tibor. *An Experiment in Individualizing the Teaching of Foreign Language Grammar to Adults*. Department of Educational Research, Gothenburg School of Education, 1974.

Björneberg, Björn. *A Follow-Up Study in Teaching Foreign Language Grammar*. Department of Educational Research, Gothenburg School of Education, 1974.

In addition to these a number of papers and articles reporting on various stages and aspects of the research are available. Since the project is to be terminated in the fall term, a final report is due toward the end of 1974.

801A

PROJECT DESCRIPTION
Date
1974-08-21

1 Project title

An investigation of certain reading, writing and other communication skills among adults (VUXENLÄSK)

2 ☒ **In progress** ☐ **Completed**

3 Institute

The Department of Educational Research, Linköping School of Education,
Box 3129, S-580-03 Linköping, Sweden

4 Project - and investigation leader

Hans U Grundin, Eve Malmquist

5 Personnel

Number of researchers 1,5	Others 1

6 Time schedule

Starting date 1974	Date of completion (est) 1976

7 Source of finance

The National Board of Education

8 Keywords

READING, WRITING, DEVELOPMENT OF SKILLS, ADULTS

9 Background, aims and problem

The project has the aim of describing certain reading and writing skills studied in a previous project (LÄSK 7 - 19) among samples of adults that are representative of the entire population. This will make possible comparisons between, on the one hand, students in our present comprehensive and upper secondary schools and, on the other, adults, with different backgrounds as to education and experience.

The project also has the aim of determining to what extent the skills studied are relevant to adults and what levels of skills can be considered satisfactory in view of the needs of adult life.

10 Scope

Samples of in all 500 persons living within the community of Linköping (population about 106 000) will be invited to participate in the testings.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

An investigation of certain reading, writing and other communication skills among adults (VUXENLÄSK)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Linköping School of Education,
Box 3129, S-580-03 Linköping, Sweden

4 Project - and investigation leader

Hans U Grundin, Eve Malmquist

205

5 Personnel

Number of researchers 1,5
Others 1

6 Time schedule

Starting date 1974
Date of completion (est) 1976

7 Source of finance

The National Board of Education

8 Keywords

READING, WRITING, DEVELOPMENT OF SKILLS, ADULTS

9 Background, aims and problem

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

The subjects will be selected by means of random sampling within certain age groups. They will be invited to take certain tests and to fill in certain questionnaires at a test centre set up for the purpose of this project. Their participation will be paid for.

The data collected will be compared to the corresponding data for students from the project LÄSK 7 - 19, which will be completed in the year 1974-1975.

12 Main findings

13 Bibliographic information

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PROJECT DESCRIPTION

Date
1974-08-20

1 Project title

The choice of cources in adult education - elementary school level
(The STUVA Project)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Linköping School of Education,
Box 3129, S-580 03 Linköping

4 Project - and investigation leader

Harald Eklund

207

5 Personnel

Number of researchers	Others
1,5	0,5

6 Time schedule

Starting date	Date of completion (est)
1972	1975

7 Source of finance

The National Board of Education

8 Keywords

Adult education, diagnostic test, school anxiety, educational guidance

9 Background, aims and problem

The long-term aims of the project are to give increased possibilities for educational guides and individual pupils to find an adequate starting level and to try to reduce study and test anxiety of adult students.

Subsidiary aims are:

1. Construct and try out diagnostic tests for elementary levels of adult education (english, mathematics, swedish).
2. Try out alternative models for diagnosis and educational guidance.
3. Survey the study situation of adult students with focus on anxiety developing factors.
4. Investigate the effect of relaxation training concerning anxiety in the whole study situation and in the test situation.

10 Scope

The investigation includes adult students on elementary school level and educational guides.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

The choice of courses in adult education - elementary school level
(The STUVA Project)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Linköping School of Education,
Box 3129, S-580 03 Linköping

4 Project - and investigation leader

Harald Eklund

207

5 Personnel

Number of researchers	Others
1,5	0,5

6 Time schedule

Starting date	Date of completion (est)
1972	1975

7 Source of finance

The National Board of Education

8 Keywords

Adult education, diagnostic test, school anxiety, educational guidance

9 Background, aims and problem

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4. Investigate the effect of relaxation training concerning anxiety in the whole study situation and in the test situation.

10 Scope

The investigation includes adult students on elementary school level and educational guides.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

PROJECT DESCRIPTION
Date
1974-08-28

1 Project title

Nordic adult education project - The NOVU project

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Linköping

4 Project - and investigation leader

Lars G Bäckström
Per-Erik Ellström
Bruno Vilkancis

209

5 Personnel

Number of researchers	Others
2	part in secretary

6 Time schedule

Starting date	Date of completion (est)
1971	1975

7 Source of finance

The Secretariat for Nordic Cultural
The National Board of Education and Cooperation

8 Keywords

Adult education, multi-media instruction, system theory/-planning, analysis and definition of ed objectives, analysis of needs, evaluation.

9 Background, aims and problem

The NOVU-project was started as consequence of a series of conferences on adult education initiated by the European Council of Cultural Cooperation. Against this background the following aim of the project was formulated:

1. Development and testing of models and strategies for planning, implementation and evaluation of multi-media projects.

2. Development of a method-materials system incorporating different media to be used in adult education in at least one or, if possible, several of the participating countries (Denmark, Norway, Finland and Sweden).

10 Scope

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O 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

Nordic adult education project - The NOVU project

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Linköping

4 Project - and investigation leader

Lars G Bäckström
Per-Erik Ellström
Bruno Vilkancis

209

5 Personnel

Number of researchers 2	Others part in secretary

6 Time schedule

Starting date 1971	Date of completion (est) 1975

7 Source of finance

The Secretariat for Nordic Cultural
The National Board of Education and Cooperation

8 Keywords

Adult education, multi-media instruction, system theory/-planning, analysis and definition of ed objectives, analysis of needs, evaluation.

9 Background, aims and problem

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10 Scope

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods:

1. Surveys of relevant literature and theoretical analysis in relation to the development of models for analysis of objectives and evaluation.

2. Survey studies (questionnaires/interviews) in order to collect data as a basis of an analysis of educational needs.

3. Formative and summative evaluations of instructional materials (questionnaires, participant observation).

12 Main findings:

Planning models and strategies with the intended use as heuristic devices for development and implementation of method-materials systems within adult education.

A multi-media package covering five content areas under the general title "Social- and psychological relations between youth and adults".

13 Bibliographic information

Ellström, P.E. (1973) Målanalys - diskussion av några principer i samband med målsökning och målformulering inom icke kompetensgivande vuxenundervisning. Pedagogiska institutionen, Linköpings högskola.

Dimmen, Å. (1972) Datainsamlingsmetode i survey-undersökelser; intervju eller postenquet. Oslo.

Skinningsrud, T. (1971) Behovsanalys inom NOVU-projektet. Oslo.

Vilkancis, B. (1973) Systemteori, systemansats och undervisningsteknologi: teoretisk översikt. Pedagogiska institutionen, Linköpings högskola.

PROJECT DESCRIPTION
Date
74-08-30

1 Project title

KRAVU - Cost-result analysis in adult education.

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, Linköping University

4 Project - and investigation leader

Ingegerd Berggren

211

5 Personnel

Number of researchers 1/2	Others

6 Time schedule

Starting date 72/73	Date of completion (est) 75/76

7 Source of finance

The National Board of Education 120.000 (74/75)

8 Keywords

Results, individual costs, effectiveness, effects.

9 Background, aims and problem

Set out from single courses and students in these courses costs are discussed in relation to effects. "Effect" in the first place means direct outcome of education also considering other results than merely cognitive ones. The principal aim of the project is to construct models and methods for determining costs in adult education and to find methods for relating costs to different kinds of results.

10 Scope

A pilot study (about 300 individuals) to empirically test certain hypotheses and methods. The intention is also to accomplish a major examination of a representative sample of different kinds of adult education.

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, Linköping University

4 Project - and investigation leader

Ingegerd Berggren

211

5 Personnel

Number of researchers 1/2

Others

6 Time schedule

Starting date 72/73

Date of completion (est) 75/76

7 Source of finance

The National Board of Education 120.000 (74/75)

8 Keywords

Results, individual costs, effectiveness, effects.

9 Background, aims and problem

Set out from single courses and students in these courses costs are discussed in relation to effects. "Effect" in the first place means direct outcome of education also considdring other results than merely cognitive ones. The principal aim of the project is to construct models and methods for determining costs in adult education and to find methods for relating costs to different kinds of results.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

Literature studies and interviews to find appropriate methods and models for analysis.

Questionnaire and interview (ev observations) to empirically test models and methods for cost- and result analysis at this level.

Statistical analysis - mostly non-parametric.

12 Main findings

The pilot study showed that there is not enough empirical support for former reasoning in the project. Earlier the following hypotheses had been formulated:
1. Considering the aims of the project the organisational classificationinto adult education is not appropriate. Adult education should rather be classified according to the external extent of objective setting- i.e. to what extent the activity is steered by objectives fixed in advance.
2. The working methods in the first place used in the teaching situation are due to the external extent of objective setting(discussions are more frequent at little extent of objective setting).
3. When there is a great external extent of objective setting the short-range results at individual level first of all are cognitive and definitely related to objectives. Concerning education with little external extent of objective setting the results are partly cognitive but also to a greater extent socioemotional and intrisical.
The study showed that the students apprehand the external extent of objective setting as well as working methods from their own conception of things. i.e. individuals in the same "actual"situation still were of different opinions.Nor was the third hypothesis confirmed i.e. there was no difference between the students'opinions about the importance of differentkinds of results depending on how they apprehended the external extent of objective setting.The study also revealed difficulties in measuring individual contributions concerningtime and money as well as translating these into a common quantity.These difficulties depend on too little knowledge about both the study- and life-situation of the students.

13 Bibliographic information

Ingegerd Berggren: KRAVU: Kostnads- och resultatanalyser inom vuxenutbildningsområdet. Delrapport 1: Strukturering av problemområdet och metodiska resonemang. LiH-PEK-R-4. 73-06-15
Ingegerd Berggren: KRAVU: Kostnads- och resultatanalyser inom vuxenutbildningsområdet. Delrapport 2: Redogörelse för en pilotundersökning för att pröva vissa metodiska resonemang kring utbildningsresultat och insatser i utbildningen. LiH-PEK-R-7. 74-06-20. (Kommer inom kort)

2/2.

PROJECT DESCRIPTION
Date
1974-08-30

BEST COPY AVAILABLE

1 Project title

Methods and Educational Materials in the Labour Market Vocational Training, MELAMU

2 ☒ In progress ☐ Completed

3 Institute

Linköping University
Department of Education
S-581 83 Linköping, Sweden

4 Project - and investigation leader

Peder J Sveland, doctor of arts

213

5 Personnel

Number of researchers 1 1/2	Others

6 Time schedule

Starting date 1974	Date of completion (est) 1976

7 Source of finance

The Swedish National Board of Education, SÖ L3:2

8 Keywords

Methods, Educational materials, Labour Market Vocational Training

9 Background, aims and problem

The main aim is to establish basic methods for systematic evaluation, selection and design of teaching, learning and materials within the field of Labour Market vocational training especially regarding the organisational framework, prior conditions of course participants and the educational objectives of social and vocational ability. Part of the intended outcome should be models for analysis and decision of methods and media supplemented with empirical criteria concerning different training situations.

10 Scope

During 1974/75 a select choice of courses at a few training centers should be studied This study is supposed to be followed up later on by a survey to all centers concerned with the selected courses.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

Development of criteria and procedures for the evaluation of school curricula in the perspective of lifelong education.

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Ph.D. Kurt Gestrelius
Ph.D. Lennart Fredriksson

221

5 Personnel

Number of researchers 2 half-time	Others 1 half-time

6 Time schedule

Starting date 1974	Date of completion (est) 1975

7 Source of finance

National Board of Education and Unesco Institute for Education in Hamburg.

8 Keywords

Life-long education, recurrent education, adult education, curriculum evaluation.

9 Background, aims and problem

Demands for studies in adult life lead to a desire that the elementary and secondary school curricula should encourage lifelong learning (recurrent education).
The aims of the project are:

a) to develop criteria encouraging lifelong learning
b) to evaluate elementary and secondary school curricula in the perspective of these criteria
c) to evaluate reports from school investigations and some schoolbooks in the perspective of the criteria
d) to present opinions about the analysed objects on the basis of the evaluation

10 Scope

Analysis of elementary and secondary curricula, some reports from school investigations and some schoolbooks.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

Linköping University
Department of Education
S-581 83 Linköping, Sweden

4 Project - and investigation leader

Peder J Sveland, doctor of arts

213

5 Personnel

Number of researchers 1 1/2	Others

6 Time schedule

Starting date 1974	Date of completion (est) 1976

7 Source of finance

The Swedish National Board of Education, SÖ L3:2

8 Keywords

Methods, Educational materials, Labour Market Vocational Training

9 Background, aims and problem

The main aim is to establish basic methods for systematic evaluation, selection and design of teaching, learning and materials within the field of Labour Market vocational training especially regarding the organisational framework, prior conditions of course participants and the educational objectives of social and vocational ability. Part of the intended outcome should be models for analysis and decision of methods and media supplemented with empirical criteria concerning different training situations.

10 Scope

During 1974/75 a select choice of courses at a few training centers should be studied. This study is supposed to be followed up later on by a survey to all centers concerned with the selected courses.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

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Interviews with teachers and course participants.
Observation in training situations.
Surveys.
Study of literature.
Analysis of present documentation and statistics.

12 Main findings

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13 Bibliographic information

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PROJECT DESCRIPTION 201

Date

1974-08-30

BEST COPY AVAILABLE

1 Project title

Selection of relevant methods and media within adult education

2 ☒ In progress ☐ Completed

3 Institute

Linköpings University, Department of Education

4 Project - and investigation leader

Project leader: Carl Holmberg

215

5 Personnel

Number of researchers	Others
1	

6 Time schedule

Starting date	Date of completion (est)
Autumn 1972	Spring 1975

7 Source of finance

The Swedish National Board of Education, Bureau L3:2

8 Keywords

Media; Methods; Selection of M/M; Adult Education; Teaching/Learning Situation

9 Background, aims and problem

Discussing educational problems and educational planning, one vital question is how the communication of information from sender to receiver, from teacher to pupil best can be arranged for maximizing the satisfaction of goals, One important part of that problem is the selection of media for different aspects of communication within the education. However, in an other frame of reference or with a broader perspective on educational situations the communication processes within education is just one of several problems of the more overwhelming problem to arrange sufficient teaching/learning situations for the receiver/pupil. How thoroughly you ever prepare for a good information process that is not a sufficient condition for lasting learning. On the contrary, an arrangement of the total teaching/learning situation has to be the most fundamental factor to reach the desired effects. The media selection cannot - which very often is shown in the literature - be looked upon as an isolated part in relation to other educational planning activities. Judgements on how the total teaching/learning situation shall be arranged has to be a forecoming planning activity and added to that a determinant for the selection of media. This project is aiming to develop and evaluate a model for arranging teaching/learning situations focusing adult education.

10 Scope

Mainly non-empirical work. Some collection of data from former research and from other projects at the institute.

215A

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Selection of relevant methods and media within adult education

2 ☒ In progress ☐ Completed

3 Institute

Linköpings University, Department of Education

4 Project - and investigation leader

Project leader: Carl Holmberg

215

5 Personnel

Number of researchers 1	Others

6 Time schedule

Starting date Autumn 1972	Date of completion (est) Spring 1975

7 Source of finance

The Swedish National Board of Education, Bureau L3:2

8 Keywords

Media; Methods; Selection of M/M; Adult Education; Teaching/Learning Situation

9 Background, aims and problem

Discussing educational problems and educational planning, one vital question is how the communication of information from sender to receiver, from teacher to pupil best can be arranged for maximizing the satisfaction of goals. One important part of that problem is the selection of media for different aspects of communication within the education. However, in an other frame of reference or with a broader perspective on educational situations the communication processes within education is just one of several problems of the more overwhelming problem to arrange sufficient teaching/learning situations for the receiver/pupil. How thoroughly you ever prepare for a good information process that is not a sufficient condition for lasting learning. On the contrary, an arrangement of the total teaching/learning situation has to be the most fundamental factor to reach the desired effects. The media selection cannot - which very often is shown in the literature - be looked upon as an isolated part in relation to other educational planning activities. Judgements on how the total teaching/learning situation shall be arranged has to be a forecoming planning activity and added to that a determinant for the selection of media. This project is aiming to develop and evaluate a model for arranging teaching/learning situations focusing adult education.

10 Scope

Mainly non-empirical work. Some collection of data from former research and from other projects at the institute.

215A

11 Methods

Mainly literary research. Seminars and conferences for discussions around the problem with fellow-researchers and practicians.
Field studies for validation of suggested models.

12 Main findings

Up till now we have formed an overview-model for the selection of methods and media. In that model we present partly new guidelines for the work within this field of educational planning. We have also stated definitions for the key-concepts, method and medium - something which is lacking in the main part of earlier research.

13 Bibliographic information

Information about the project available in English in the following article:
Handal, G.: On the Selection of Relevant Media/Methods for Defined Educational Purposes in European Home Study Council Autumn Conference 1973: Media-Methods. NKI-skolen, Oslo. Norway, 1973.
Further references all in Swedish.
Handal, G & Holmberg, C: Om val av medier och metoder för undervisningsändamål i Wallin, E (red): Medieval vid läromedelsutveckling. Studentlitteratur, Lund, 1974.

Holmberg, C & Handal, G: Val av metod och medium 1: Vad är ett medium? Undervisningsteknologi, 1974, 5 (1), 16-20.

Holmberg, C & Handal, G: Val av metod och medium 2: Vad är en metod? Undervisningsteknologi, 1974, 5 (2), 8-12.

Holmberg, C & Handal, G: Val av metod och medium 3: Hur väljer man? Undervisningsteknologi, 1974, 5 (3), 14-20.

12 Main findings

216

Up till now we have formed an overview-model for the selection of methods and media. In that model we present partly new guidelines for the work within this field of educational planning. We have also stated definitions for the key-concepts, method and medium - something which is lacking in the main part of earlier research.

13 Bibliographic information

Information about the project available in English in the following article:

Handal, G.: On the Selection of Relevant Media/Methods for Defined Educational Purposes in European Home Study Council Autumn Conference 1973: Media-Methods. NKI-skolen, Oslo. Norway, 1973.

Further references all in Swedish.

Handal, G & Holmberg, C: Om val av medier och metoder för undervisningsändamål i Wallin, E (red): Medieval vid läromedelsutveckling. Studentlitteratur, Lund, 1974.

Holmberg, C & Handal, G: Val av metod och medium 1: Vad är ett medium? Undervisningsteknologi, 1974, 5 (1), 16-20.

Holmberg, C & Handal, G: Val av metod och medium 2: Vad är en metod? Undervisningsteknologi, 1974, 5 (2), 8-12.

Holmberg, C & Handal, G: Val av metod och medium 3: Hur väljer man? Undervisningsteknologi, 1974, 5 (3), 14-20.

216A

PROJECT DESCRIPTION
Date
1974-08-29

1 Project title

TWO-WAY COMMUNICATION IN CORRESPONDENCE EDUCATION

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, University of Lund, Sweden

4 Project - and investigation leader

Rune Flinck, assistant professor

5 Personnel

217

Number of researchers 3	Others 2

6 Time schedule

Starting date 1973	Date of completion (est) 1976

7 Source of finance

The Bank of Sweden Tercentenary Fund

8 Keywords

Correspondence education, distance education, adult education

9 Background, aims and problem

Adult education will probably be one of the main issues of educational discussion during the next few decades. The demands are enormous, but resources appear to be markedly limited. Therefore distance education would seem to be an appropriate solution of this problem. One of the essential requirements for distance education will be correspondence education.

However, there is still a considerable lack of scientifically validated knowledge about the methodology of correspondence education. Therefore, in this project there are carried out (a) three experimental studies on two-way communication in correspondence education, concerning the importance of (1) postal two-way communication, (2) telephone instruction as a supplement to postal distance instruction, (3) group meetings as a supplement to postal distance instruction; and (b) a systematic analytical study, in order to give correspondence education a stable theoretical basis from which hypotheses can be established for additional empirical research.

10 Scope

The experiments will be carried out in Sweden and other European countries.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

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11 Methods

Part 1

To read project- and report-catalogues and to gather reports from research institutes.

Part 2

To read the reports and summarize and analyze the results of the research. Interviews with researchers, teachers and participants in adult education.

12 Main findings

13 Bibliographic information

Carlsson, Jan & Joelson, Lars Svensk vuxenutbildningsforskning 1960-1973. En bibliografi. Stockholm, SÖ/Folkbildningsförbundet, 1973, 100 s.

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TWO-WAY COMMUNICATION IN CORRESPONDENCE EDUCATION

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, University of Lund, Sweden

4 Project - and investigation leader

Rune Flinck, assistant professor

217

5 Personnel

Number of researchers 3	Others 2

6 Time schedule

Starting date 1973	Date of completion (est) 1976

7 Source of finance

The Bank of Sweden Tercentenary Fund

8 Keywords

Correspondence education, distance education, adult education

9 Background, aims and problem

Adult education will probably be one of the main issues of educational discussion during the next few decades. The demands are enormous, but resources appear to be markedly limited. Therefore distance education would seem to be an appropriate solution of this problem. One of the essential requirements for distance education will be correspondence education.

However, there is still a considerable lack of scientifically validated knowledge about the methodology of correspondence education. Therefore, in this project there are carried out (a) three experimental studies on two-way communication in correspondence education, concerning the importance of (1) postal two-way communication, (2) telephone instruction as a supplement to postal distance instruction, (3) group meetings as a supplement to postal distance instruction; and (b) a systematic analytical study, in order to give correspondence education a stable theoretical basis from which hypotheses can be established for additional empirical research.

10 Scope

The experiments will be carried out in Sweden and other European countries.

217A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4. 1972)

11 Methods

12 Main findings

13 Bibliographic information

Bååth, John A - Flinck, Rune: Two-Way Communication in Correspondence Education.

Report from the Institute of Education, University of Lund, Sweden.
No 40, September 1973.

218.

PROJECT DESCRIPTION
Date
August 29, 1974

BEST COPY AVAILABLE

1 Project title

Training of people engaged in adult education.

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Docent Kurt Gestrelius

219

5 Personnel

Number of researchers	Others
2 half-time	0.5

6 Time schedule

Starting date	Date of completion (est)
1974	1977

7 Source of finance

Bank of Sweden Tercentenary Fund

8 Keywords

Adult education, in-service training, planning of education

9 Background, aims and problem

The expansion of adult education has lead to more and more people working full-time and part-time in adult education. Training needs have developed. The aims of the project.

1. To define the areas of adult education to be examined
2. To describe the tasks involved in various posts in adult education
3. To work out material to be used in training the target group
4. To develop ways for those engaged in research and development work, and those in "field-work" to exchange experiences.

10 Scope

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© 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

Training of people engaged in adult education.

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Docent Kurt Gestrelius

219

5 Personnel

Number of researchers 2 half-time	Others 0.5

6 Time schedule

Starting date 1974	Date of completion (est) 1977

7 Source of finance

Bank of Sweden Tercentenary Fund

8 Keywords

Adult education, in-service training, planning of education

9 Background, aims and problem

The expansion of adult education has lead to more and more people working full-time and part-time in adult education. Training needs have developed. The aims of the project.

1. To define the areas of adult education to be examined
2. To describe the tasks involved in various posts in adult education
3. To work out material to be used in training the target group
4. To develop ways for those engaged in research and development work, and those in "field-work" to exchange experiences.

10 Scope

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11 Methods

Final decisions as to research methods have not yet been taken since the project is still at the planning stage. The aim is to develop methods for systematic educational planning

12 Main findings

13 Bibliographic information

220.

PROJECT DESCRIPTION

Date
August 29, 1974

1 Project title

Development of criteria and procedures for the evaluation of school curricula in the perspective of lifelong education.

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Ph.D. Kurt Gestrelius
Ph.D. Lennart Fredriksson

5 Personnel

Number of researchers	Others
2 half-time	1 half-time

6 Time schedule

Starting date	Date of completion (est)
1974	1975

7 Source of finance

National Board of Education and Unesco Institute for Education in Hamburg.

8 Keywords

Life-long education, recurrent education, adult education, curriculum evaluation.

9 Background, aims and problem

Demands for studies in adult life lead to a desire that the elementary and secondary school curricula should encourage lifelong learning (recurrent education).
The aims of the project are:

a) to develop criteria encouraging lifelong learning

b) to evaluate elementary and secondary school curricula in the perspective of these criteria

c) to evaluate reports from school investigations and some schoolbooks in the perspective of the criteria

d) to present opinions about the analysed objects on the basis of the evaluation

10 Scope

Analysis of elementary and secondary curricula, some reports from school investigations and some schoolbooks.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

Content analysis, text analysis, reliability control of the methods used in the analyses.

12 Main findings

13 Bibliographic information

222.

PROJECT DESCRIPTION
Date
30/8 1974

BEST COPY AVAILABLE

1 Project title

STUDY NEEDS AND STUDY OBSTACLES IN ADULT EDUCATION
SOS-VUX-Project

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational research. School of education. Stockholm

4 Project - and investigation leader

Scientific leader: Birger Bromsjö
Project leader: Kjell Rubenson

223

5 Personnel

Number of researchers 2	**Others** 1

6 Time schedule

Starting date 1972	**Date of completion (est)** 1975/76

7 Source of finance

National Board of education. Bureau L 3

8 Keywords

Adult education, study needs, study obstacles

9 Background, aims and problem

The purpose of this investigation is by using the individual's total life-situation and previous experience as a base to study the less well educated indivdual's:

need of adult education
awareness of adult education
motives to participate in adult education
experienced obstacles preventing participation in adult education
plans to participate in adult education
previous experience of adult education

In connection with this it is important to take into consideration the individual's position in the life-cycle.

Besides the main study a longitudinal study concerning interest and participation in adult education among young men with short compulsury education is undertaken.

10 Scope

The sample in the main study consists of 1 100 persons and in the longitudinal of 2 000 persons.

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STUDY NEEDS AND STUDY OBSTACLES IN ADULT EDUCATION

SOS-VUX-Project

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational research. School of education. Stockholm

4 Project - and investigation leader

Scientific leader: Birger Bromsjö
Project leader: Kjell Rubenson

223

5 Personnel

Number of researchers 2	Others 1

6 Time schedule

Starting date 1972	Date of completion (est) 1975/76

7 Source of finance

National Board of education. Bureau L 3

8 Keywords

Adult education, study needs, study obstacles

9 Background, aims and problem

The purpose of this investigation is by using the individual's total life-situation and previous experience as a base to study the less well educated indivdual's:

need of adult education
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experienced obstacles preventing participation in adult education
plans to participate in adult education
previous experience of adult education

In connection with this it is important to take into consideration the individual's position in the life-cycle.

Besides the main study a longitudinal study concerning interest and participation in adult education among young men with short compulsury education is undertaken.

10 Scope

The sample in the main study consists of 1 100 persons and in the longitudinal of 2 000 persons.

223A

11 Methods

The data in the main study was collected through interviews. See report 17 for description of the background and design of the project.

12 Main findings

A preliminary study was done autumn -72 where data was collected through personal interviews. Further, a trial was made with a combination of mailed questionnaire and personal interviews, Those who did not answer the questionnaire were contacted by an interviewer. The results showed that the aims of the project could not be reached by this combination. The answers on the questionnaire were too incomplete, especially on the open questions, Because of this it was decided to use personal interviews in the main study.

13 Bibliographic information

Bergsten, U., Bromsjö, B. & Rubenson, K. (1973). The SOS-VUX-Projet. Study needs and study obstacles in adult education. Background and design. Department of educational research. School of education. Report nr 17.

PROJECT DESCRIPTION
Date
1974-08-30

1 Project title

Research and development work in the psychology of adult education in Sweden and internationally

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Stockholm

4 Project - and investigation leader

Lars Joelson
Jan Carlsson

225

5 Personnel

Number of researchers 2	Others 1.5

6 Time schedule

Starting date 1973	Date of completion (est) 1975

7 Source of finance

The National Board of Education

8 Keywords

Adult education

9 Background, aims and problem

The research work in the psychology of adult education is now expanding. It is of great importance to gather and evaluate the knowledge accumulated so far. The first step is to summarize and to structure the research, the next step is to analyze the research and the third step is to give an impulse to research where gaps are found.

10 Scope

Part 1
Gathering, classification and summarizing of research projects concerning adult education from 1960 up to 1973.

225A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Research and development work in the psychology of adult education in Sweden and internationally

2 ☒ In progress ☐ Completed

3 **Institute**

The Institute of Education, University of Stockholm

4 **Project - and investigation leader**

Lars Joelson
Jan Carlsson

225

5 **Personnel**

Number of researchers 2	Others 1.5

6 **Time schedule**

Starting date 1973	Date of completion (est) 1975

7 **Source of finance**

The National Board of Education

8 **Keywords**

Adult education

9 **Background, aims and problem**

The research work in the psychology of adult education is now expanding. It is of great importance to gather and evaluate the knowledge accumulated so far. The first step is to summarize and to structure the research, the next step is to analyze the research and the third step is to give an impulse to research where gaps are found.

10 **Scope**

Part 1
Gathering, classification and summarizing of research projects concerning adult education from 1960 up to 1973.

225A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

PROJECT DESCRIPTION
Date
1974-09-12

1 Project title

The study circle as an educational situation

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2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Stockholm

4 Project - and investigation leader

Project leader: Jan Byström
Scientific leader: Torbjörn Stockfelt

227

5 Personnel

Number of researchers 1.5	Others -

6 Time schedule

Starting date 1973	Date of completion (est) 1976

7 Source of finance

The National Board of Education

8 Keywords

Study circle, circle leader

9 Background, aims and problem

The overriding aim of the project is to elucidate and speculate concerning what happens in study circles and what are the distinctive characteristics of this form of study:

A. What do we know, or what do we think we know, about circle studies ?
B. Is there a specific code of pedagogics for study circles ?
C. How does the study circle differ from other forms of group study ?
D. Impediments to study in the work of study circles ?
E. The roll of set material in study circles ?
F. What training/information does a circle leader require ?
G. How are we to evaluate the activities of a study circle ?

10 Scope

The project will take the form of a subsidiary project within the areas enumerated above.

227A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

AVAILABLE

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Stockholm

4 Project - and investigation leader

Project leader: Jan Byström

Scientific leader: Torbjörn Stockfelt

227

5 Personnel

Number of researchers 1.5	Others -

6 Time schedule

Starting date 1973	Date of completion (est) 1976

7 Source of finance

The National Board of Education

8 Keywords

Study circle, circle leader

9 Background, aims and problem

The overriding aim of the project is to elucidate and speculate concerning what happens in study circles and what are the distinctive characteristics of this form of study:

A. What do we know, or what do we think we know, about circle studies ?
B. Is there a specific code of pedagogics for study circles ?
C. How does the study circle differ from other forms of group study ?
D. Impediments to study in the work of study circles ?
E. The roll of set material in study circles ?
F. What training/information does a circle leader require ?
G. How are we to evaluate the activities of a study circle ?

10 Scope

The project will take the form of a subsidiary project within the areas enumerated above.

227A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

A. Review of literature on the subject, questionnaires/interviews including experienced circle leaders.
B. Questionnaires/interviews, participating observation.
C. Evaluation and analysis of studies in progress.
D. Follow-up of causes of discontinuations of study in a random sample of circles.
E. Analysis of existing material of various kinds, experiments with different types of design.
F. Questionnaire/interview involving new circle leaders, experiments with different forms of guidance.
G. Summary of experience gained.

12 Main findings

The project has a clearly practical emphasis and it is hoped that work will result in knowledge that can

- be used in the training/guidance of circle leaders
- be used in the production of material for courses
- be used if study circle methodology has to be transferred/adapted to other study situations (other forms of study)
- be used for the evaluation of the activities of a circle.

It is also intended to formulate problems and points of discussion that can be made a subject of future research.

13 Bibliographic information

The following interim reports have been published by the project:

1. Andersson, Per-Ivan, Ullander, Jeanette & Wikström, Inga-Lisa Studieavbrott vid cirkelstudier. (Dropouts in circle studies). The Institute of Education, University of Stockholm, IAN-rapport No. 108, 1974.
2. Eldh, Christina & Hermansson, Gun-Britt De förenade FNL-gruppernas (DFFG) studieverksamhet (Study activities by the united FLN groups (DFFG) The Institute of Education, University of Stockholm, IAN-rapport No. 113, 1974.
3. Byström, Jan Vad vet vi eller tror vi oss veta om studiecirkeln. Del 1. (What do we know, or what do we think we know about the study circle ? Part 1.) The Institute of Education, University of Stockholm, IAN-rapport No. 127, 1974.

PROJECT DESCRIPTION
Date
1974-09-17

1 Project title

The Malmö Study

2 ☒ In progress ☐ Completed

3 Institute

Institute for the Study of International Problems in Education,
University of Stockholm

4 Project - and investigation leader

Torsten Husén
Ingemar Emanuelsson
Ingemar Fägerlind

229

5 Personnel

Number of researchers 1	Others

6 Time schedule

Starting date 1970 (originally 1938)	Date of completion (est) 1975

7 Source of finance

Social Science Research Council

8 Keywords

Socioeconomic career, Adult education, Follow-up

9 Background, aims and problem

The study gives opportunity to study the importance of different socioeconomic and achievement factors for life career in a cohort of 1544 individuals which have been followed from the age of 10 to 44.

A follow-up study of the educational career of their children is also on its way.

10 Scope

1544 individuals

229A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

The Malmö Study

BEST COPY AVAILABLE

2 ☒ In progress ☐ Completed

3 Institute

Institute for the Study of International Problems in Education, University of Stockholm

4 Project - and investigation leader

Torsten Husén
Ingemar Emanuelsson
Ingemar Fägerlind

5 Personnel

229

Number of researchers 1	Others

6 Time schedule

Starting date 1970 (originally 1938)	Date of completion (est) 1975

7 Source of finance

Social Science Research Council

8 Keywords

Socioeconomic career, Adult education, Follow-up

9 Background, aims and problem

The study gives opportunity to study the importance of different socioeconomic and achievement factors for life career in a cohort of 1544 individuals which have been followed from the age of 10 to 44.

A follow-up study of the educational career of their children is also on its way.

10 Scope

1544 individuals

229A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

Data on social background, mental ability and school results were originally gathered for all the 1,544 third-graders in the schools of the city of Malmö in 1938.

Data on mental ability at maturity were gathered for the male part of the population in 1948.

In the 1960's and 70's an extensive follow-up effort was conducted to gather educational and life career data.

12 Main findings

As an example of results from the Malmö study some findings from the Bulcock, Fägerlind and Emanuelsson study (1974) are given:
"This study constitutes a cross-cultural replication of the Duncan model of ability, education, and achievement as modified by Jencks. The 1938 Malmö data set was used to test eleven hypotheses related to the socioeconomic career achievement process. Though the findings are supportative of main theory formulations, there are notable cross-cultural differences in the effect parameters of several specified relationships. It was shown that in Sweden father's occupation was not merely a proxy for family income in accounting for sons' educational attainments. Background effects in Sweden were more likely than in the U.S. to be mediated by the mechanisms of schooling and ability - especially in terms of impact on occupational status. Background effects were also more powerful than in the U.S. as determinants of education; and educational effects more powerful determinants of ability at maturity. In the final reduced form of the Malmö model of ability and achievement it was shown that the effects of system relationships accounting for income were almost identical to those found by Jencks in his analysis of U.S. data. Scepticis was expressed as to the capability of the functional form of the additive linear model to capture income variation."

13 Bibliographic information

Husén, T. (1969) Talent, Opportunity and Career. Stockholm. Almqvist & Wiksell.

Emanuelsson, I. (1973) Utbildningshandikapp i vuxen ålder. Rapport nr. 94. Pedagogiska institutionen, Lärarhögskolan i Stockholm.

Emanuelsson, I., Fägerlind, I. och Hartman, S.G. (1973) Vuxenutbildning och arbetsförhållanden. Rapport nr. 96. Pedagogiska institutionen, Lärarhögskolan i Stockholm.

Emanuelsson, I. (1974) Social bakgrund, begåvning och utbildning som prediktorer för levnadsförhållanden i vuxen ålder. Rapport nr. 108. Pedagogiska institutionen, Lärarhögskolan i Stockholm.

Fägerlind, I., Emanuelsson, I. och Bulcock, J. (1974) Lönar sig utbildning? Institutionen för internationell pedagogik, Stockholms universitet.

Bulcock, J., Fägerlind, I. and Emanuelsson, I. (1974) Education and th Socioeconomic Career. U.S. - Swedish Comparisons. Rapport nr. 6. Institutionen för internationell pedagogik, Stockholms universitet.

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PROJECT DESCRIPTION
Date
1974-08-23

1 Project title

Elementary school studies for adults

2 ☒ In progress ☐ Completed

3 Institute

The Educational Center at The Stockholm Local Education Authority

4 Project - and investigation leader

Scientific head: assistant professor Birger Bromsjö

231

5 Personnel

Number of researchers 3	Others 1

6 Time schedule

Starting date 1973	Date of completion (est) 1977

7 Source of finance

The National Swedish Board of Education

8 Keywords

Adult education Short-time educated adults Drop-outs

9 Background, aims and problem

There has been an increased emphasis upon municipal education for adults. There are also difficulties reaching those, whose formal education has been short or is out-of-date. Considering this background, it may be judged to be of great importance to try to evaluate how adult education has contributed concerning students with a short formal education who are taking the elementary school courses offered by municipal adult education, which difficulties these students consider themselves to have, and which changes may be judged to be appropiate. The purpose of the project is to acquire knowledge about both the process of the education and its content, as well as the experiences of the teachers and students participating in it. Special attention will be paid to those students who interrupt their studies, what characteristics these students have compared with those students who complete their studies, what reasons for the interrupted studies are found, etc.

10 Scope

Students taking evening classes in Swedish, mathematics and English at the elementary school level through municipal adult education in Stockholm.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

Elementary school studies for adults

2 ☒ In progress ☐ Completed

3 Institute

The Educational Center at The Stockholm Local Education Authority

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Scientific head: assistant professor Birger Bromsjö

231

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10 Scope

Students taking evening classes in Swedish, mathematics and English at the elementary school level through municipal adult education in Stockholm.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

A number of instructional groups will be followed during the period of time normally used for elementary studies in the subjects Swedish, mathematics and English. In the beginning of a course, information is collected about the course participants' background, reasons for studying, etc. After that the instructional process is studied. This takes place through continuous course evaluation, questionnaires to the teachers, and interviews with the teachers and course participants. At the same time, there is a follow-up of the course participants who interupt their studies.

12 Main findings

232

The investigation in English was started during the autumn term, 1973. So far, no reports from the project have been published. On the other hand, a number of information papers have been published, where the results concerning the collected information have been reported. Among the results so far, some can be mentioned concerning the participating group of students. 1 126 participants who started studies in English during the autumn term, 1973, and the spring term, 1974, have avswered the so-called background questionnaire. This consists of 89 % of all of the participants who were participating in the instruction at the time information was collected, that is, about three weeks after the term started.

The results show

- that 3/4$^{\text{ths}}$ of the participants are women
- that the mean age of the participants is c. 40 years
- that c. 60 % had previously had 6-7 or 8 years of elementary school studies
- that approximately 60 % are working full-time as well as studying
- that the most usual reason that they have started to study at the adult upper secondary school is to get more general education
- that most haven't studied at an adult upper secondary school before, and that most are only studying one subject

13 Bibliographic information

1

Informative papers published by the project

Elementary school education for adults 1: Course participants in English, autumn term, 1973
" " " " " 2: The test of previous knowledge of English, autumn term, 1973
" " " " " 3: A questionaire given to teachers
" " " " " 4: Evaluation of the English course, autumn term, 1973
" " " " " 5: The test of previous knowledge of English, autumn term, 1973
" " " " " 6: Course participants in English, autumn term, 1974

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" " " " " 4: Evaluation of the English course, autumn term, 1973
" " " " " 5: The test of previous knowledge of English, autumn term, 1973
" " " " " 6: Course participants in English, autumn term, 1974

PROJECT DESCRIPTION

Date

1974-08-30.....

1 Project title

SAMVUX - recruitment,catchment activities, co-ordination (in adult education).

2 ☒ In progress ☐ Completed

3 Institute

Department of Sociology, University of Uppsala

4 Project - and investigation leader 233

Project leaders: Anders Broström, Gunnar Ekeroth

Scientific leader: Ulf Himmelstrand

5 Personnel

Number of researchers 2.5	Others 0.5

6 Time schedule

Starting date 1973-07-01	Date of completion (est) 1976-06-30

7 Source of finance

National board of education

8 Keywords

Local co-ordination, organizational profiles, recruitment, short-time-educated and catchment activities

9 Background, aims and problem

Important groups (indicated by the Swedish policy of adult education) such as short-time-educated, culturally and politically inactive, under-privileged have turned out to be underrepresented in adult education. The aim of the project is to find out wether a local co-ordination based upon a survey of problems can broaden the recruitment of the above mentioned groups. Identification and utilization of the political profiles of educational organizations we will try to optain.

10 Scope

Catchment activities in three communities in 74/75

Analysis and follow-ups 75/76

SAMVUX - recruitment,catchment activities, co-ordination (in adult education).

2 ☒ In progress ☐ Completed

3 Institute

Department of Sociology, University of Uppsala

4 Project - and investigation leader 233

Project leaders: Anders Broström, Gunnar Ekeroth
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5 Personnel

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6 Time schedule

Starting date 1973-07-01	Date of completion (est) 1976-06-30

7 Source of finance

National board of education

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10 Scope

Catchment activities in three communities in 74/75
Analysis and follow-ups 75/76

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

COMMUNITY ACTIVITIES

Long-term experiments:	Short-time experiments:
Application of a planning-design	- Catchment activities - Information-centrals - Clearing - Brush up courses - Multi-stage recruitment - Transitions between different forms of education

12 Main findings

13 Bibliographic information

Plan for experimental activities 1974/75. SAMVUX 1974-04 (Swedish only)

Evalution of experiment with catchment activities in adult education arranged by local authorities, spring 1974 - Background, results and conclusions. SAMVUX 1974-08-30.

Research - programme for the SAMVUX-project. September 1973.

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Teacher education

PROJECT DESCRIPTION
Date
1974-08-29

1 Project title

Didactic Process Analysis - Project DPA

2 ☐ In progress ☒ Completed

3 Institute

The Department of Educational Research, Gothenburg School of Education

4 Project - and investigation leader

Professor Karl-Gustaf Stukát

5 Personnel

Number of researchers 6	Others 1

6 Time schedule

Starting date 1966	Date of completion (est) 1974

7 Source of finance

The National Board of Education and the Nordic Cultural Fund

8 Keywords

Process analysis, teacher behaviour, classroom interaction, teacher education

9 Background, aims and problem

The project has included two phases: one analytical and one applied. The principal aims of the analytical study has been to

- describe typical teacher and pupil activities in ordinary classroom situations
- identify patterns in the teaching process
- relate process variables to teacher and pupil characteristics
- relate learning effects to the teaching process
- compare the process in different school subjects
- compare the process in special classes and ordinary classes
- analyse changes in the teacher´s roles.

The purpose of the applied project phase has been to develop and evaluate new methods in teacher training.

10 Scope

See item 11.

91-016-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Didactic Process Analysis - Project DPA

2 ☐ In progress ☒ Completed

3 Institute

The Department of Educational Research, Gothenburg School of Education

4 Project - and investigation leader 236

Professor Karl-Gustaf Stukát

5 Personnel

Number of researchers 6	Others 1

6 Time schedule

Starting date 1966	Date of completion (est) 1974

7 Source of finance

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10 Scope

See item 11.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

The first phase has embraced

- Collection of observation data on teacher and pupil activities through video- and audio-recordings of 10 lessons in 80 classes, grade 6
- Collection of data on teacher and pupil characteristics
- Assessment of teaching products (pupil achievement, attitudes, school adjustment)
- Development of schedules for analysis of observational data
- Analyses related to the problems of the study.

In one experiment in the practical project phase, student teachers have been trained by microteaching methods in teaching techniques which teachers according to the observations usually do not master, such as techniques for stimulating the verbal interaction. In another experiment, student teachers have participated in a training programme in which individualization, co-operative planning, interest areas, early vocational focusing and field experience are guiding principles.

12 Main findings

The results from the descriptive and analytical studies revealed rather striking discrepancies between curriculum expectations and actual practice. Lecturing to the whole class is dominant. A typical pattern is that the teacher is talking and the pupils are listening. Another is that the teacher gives directions and the pupils follow them without much discussion. Communication between teacher and pupil is thus most often one-way rather than dialogue and active paticipation from the pupil. Verbal discourse in the classroom typically takes place on the level of fact exchange. Communication on this level occurs ten times as often as verbal interaction on a higher cognitive level meaning discussion, motivation, interpretation, conclusion or evaluation. Other curriculum expectations which are met to a relatively little extent are individualization and small group work. Among the curriculum goals, personality development and pupil guidance play a major role, but the observations reflect a strong emphasis on intellectual goals: knowledge and skills. Discussions about interests, values, emotions and attitudes towards school and society issues have rather rarely been observed. Similar deviations between expectations and observed reality have been found with regard to the teaching process for slow learners. The process in these classes was very similar in most respects that observed in ordinary classes.

13 Bibliographic information

Bredänge, G et al Didaktisk processanalys. Presentation av syften, uppläggning, undersökningsgrupper och undersökningsinstrument samt några beskrivande data. DPA-projektet 1. Nr 24, november 1971.

Bredänge, G & Odhagen T Didaktisk processanalys. Ett studium av lärar- och elevbeteenden i klassrumssituationen. DPA-projektet 2. Nr 28, april 1972

Gustafsson, B & Stigebrandt, E Vad kännetecknar undervisning i hjälpklass ? En jämförelse mellan undervisningsprocesser i hjälpklass och vanlig klass. DPA-projektet 3. Nr 29, 1972.

Bredänge, G & Tingsell, J-G Transfer and adaptation to Swedish teacher training of minicourse 1: Effective questioning. Project DPA. No. 25, June 1974.

Stukát, K-G Teacher role in change. Project DPA. No. 4, October 1970.

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Stukát, K-G Teacher role in change. Project DPA. No. 4, October 1970.

PROJECT DESCRIPTION

Date

. 1974-06-27 . .

1 Project title

CERI, International transfer of Minicourses. The minicourse project

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research
Gothenburg School of Education

4 Project - and investigation leader

Project leader: Professor K-G Stukát
Investigation leader: Fil.lic. Gunlög Bredänge

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5 Personnel

Number of researchers ½

Others ¾

6 Time schedule

Starting date 1/9 1972

Date of completion (est) 1/9 1974

7 Source of finance

Swedish National Board of Education

8 Keywords

Minicourse, microteaching, effective questioning, preservice teacher training

9 Background, aims and problem

The Swedish testing and adaptation of minicourse 1: Effective questioning as part of an international transfer project was carried out at the request of the Swedish National Board of Education and the Swedish Ministry of Education. The transfer project was promoted by OECD/CERI with the following objectives:

- to adapt teacher training systems for use in member countries of the OECD
- to test the adapted minicourses and to compare with existing data
- to study and document the problems involved in transfer

The objectives of the Swedish experiment was also

- to adapt and produce a learning system (minicourse) to be used in Swedish teacher training
- to test the learning effects of a minicourse in teacher training
- to point up the practical pre-requisites for a more general use of the minicourse as a teaching aid in teacher training
- to study the transfer process in connection with the Swedish development of teaching aids

10 Scope

The testing of the minicourse took place during the autumn term in 1973 with 32 student teachers on their practice term. Different grade levels were represented. A control group of 10 student teachers was included. The minicourse project has

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research
Gothenburg School of Education

4 Project - and investigation leader

Project leader: Professor K-G Stukát
Investigation leader: Fil.lic. Gunlög Bredänge

238

5 Personnel

Number of researchers ½	Others ¾

6 Time schedule

Starting date 1/9 1972	Date of completion (est) 1/9 1974

7 Source of finance

Swedish National Board of Education

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- to study the transfer process in connection with the Swedish development of teaching aids

10 Scope

The testing of the minicourse took place during the autumn term in 1973 with 32 student teachers on their practice term. Different grade levels were represented. A control group of 10 student teachers was included. The minicourse project has close connection to and is a part of the DPA project.

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11 Methods

Pre- and post-testing was made by means of portable TV equipments. 20 minutes of a discussion lesson were recorded with each minicourse student teacher. The recordings were made in conjunction with the beginning and the end of the course, i.e. with five weeks interval. The same kind of recordings were made with the control student teachers with the same time interval. The recordings were analysed by trainde observers by means of special observation forms. t-tests and covariance analyses were made. A short questionnaire was given to the experiment group.

12 Main findings

The following main hypotheses were set forth:

a) The minicourse skills will be used to a greater extent after the course
b) There will be no difference on the whole between pre- and post-recordings in the control group
c) There will be no difference on the whole between student teachers at different grade levels in mastering the minicourse skills

Hypotheses b) and c) were confirmed. As for a) there was an obvious change in more than half of the twelwe minicourse skills, while the rest of the skills in most cases showed tendencies in expected direction. The inquiry which was answered by the student teachers on completing the course showed that the minicourse as a contribution to teacher training has met with an extraordinarily positive response.
The minicourse Effective questioning can likely be seen as a very well motivated contribution to Swedish teacher training.

13 Bibliographic information

One report has so far been published:
Bredänge, Gunlög & Tingsell, Jan-Gunnar: Transfer and adaptation to Swedish teacher training of minicourse 1: Effective questioning. Pedagogiska institutionen. Lärarhögskolan i Göteborg. Uppsats nr 25. Juni 1974. 83 p + appendices.
The report is written in English

239.

PROJECT DESCRIPTION

Date

1974-08-20

1 Project title

Qualitative Evaluation of Teacher Training, Academic Subject Teachers
(The KUL-X Project)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Linköping School of Education
Box 3129, S-580 03 Linköping

4 Project - and investigation leader 240

Investigation leader: Sixten Marklund
Project leader: Thord Erasmie

5 Personnel

Number of researchers 3	Others 1

6 Time schedule

Starting date 1970	Date of completion (est) 1976

7 Source of finance

The National Board of Education

8 Keywords

EUDISED: Teacher Education
ERIC: Teacher Education, Evaluation Methods, Measurement Instruments, Teacher Programs

9 Background, aims and problem

The research aims at a continuous qualitative evaluation of the teacher training system of the Swedish Schools of Education. The main purpose of the project is to try to establish to what extent the objectives stated in the curriculum of the special subject teacher training are reached. This overriding purpose implies goal and process analyses. The project aims furthermore at the development of methods for the study of training systems.

10 Scope

The study includes those major Swedish Schools of Education which train special subject teachers. (There are six such schools)

240A

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Linköping School of Education
Box 3129, S-580 03 Linköping

4 Project - and investigation leader 240

Investigation leader: Sixten Marklund
Project leader: Thord Erasmie

5 Personnel

Number of researchers 3	Others 1

6 Time schedule

Starting date 1970	Date of completion (est) 1976

7 Source of finance

The National Board of Education

8 Keywords

EUDISED: Teacher Education
ERIC: Teacher Education, Evaluation Methods, Measurement Instruments, Teacher Programs

9 Background, aims and problem

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10 Scope

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11 Methods

Analysis of curricula and other official documents in order to determine society's intentions with regard to its teacher training. Different kinds of tests and questionnaires constructed on the basis of this analysis of objectives are employed. Further development of methods for goal and process analysis, and for construction of theoretical models for the study of training systems are also major tasks in this study.

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12 Main findings

In a final report No 1, Erasmie, T & Marklund, S: The training of secondary school teachers in Sweden, main results have been reported focusing on three aspects of the training program: Educational Psychology, Methodology and Practice Training. In this report a number of recommendations has been formulated.

13 Bibliographic information

ERASMIE, T: Ämneslärarkandidater höstterminen 1971. Populationsbeskrivning av lärarkandidater med naturvetenskapliga ämnen antagna till lärarutbildning ht 1971. (Special subject teacher trainees autumn term 1971. Population description of natural science teacher trainees admitted to teacher training autumn term 1971). Linköping School of Education, 1972, 54 p (In Swedish)

ERIKSSON, K H: Lösning och bedömning av uppgifter i pedagogik. Konstruktion och preliminär utprövning av ett utvärderingsinstrument vid lärarhögskolornas ämneslärarlinjer. (Solving and evaluation of test items in Education. Construction and preliminary try-out of an instrument of evaluation at the special subject teacher branch of the Schools of Education). Linköping School of Education, 1972, 53 p + app (In Swedish)

ERASMIE, T & MARKLUND, S: Ämneslärarutbildningen - Naturvetenskapliga ämnen - Utvärdering - Diskussion. (The training of secondary school teachers in Sweden. Teachers of Mathematics, Physics, Chemistry and Biology. An Evaluation and a Discussion). Final Report No 1, Linköping School of Education, 1974, 280 p (In Swedish, Summary in English)

Further development of methods for goal and process analysis, and for construction of theoretical models for the study of training systems are also major tasks in this study.

12 Main findings

241

In a final report No 1, Erasmie, T & Marklund, S: The training of secondary school teachers in Sweden, main results have been reported focusing on three aspects of the training program: Educational Psychology, Methodology and Practice Training. In this report a number of recommendations has been formulated.

13 Bibliographic information

ERASMIE, T: Ämneslärarkandidater höstterminen 1971. Populationsbeskrivning av lärarkandidater med naturvetenskapliga ämnen antagna till lärarutbildning ht 1971. (Special subject teacher trainees autumn term 1971. Population description of natural science teacher trainees admitted to teacher training autumn term 1971). Linköping School of Education, 1972, 54 p (In Swedish)

ERIKSSON, K H: Lösning och bedömning av uppgifter i pedagogik. Konstruktion och preliminär utprövning av ett utvärderingsinstrument vid lärarhögskolornas ämneslärarlinjer. (Solving and evaluation of test items in Education. Construction and preliminary try-out of an instrument of evaluation at the special subject teacher branch of the Schools of Education). Linköping School of Education, 1972, 53 p + app (In Swedish)

ERASMIE, T & MARKLUND, S: Ämneslärarutbildningen - Naturvetenskapliga ämnen - Utvärdering - Diskussion. (The training of secondary school teachers in Sweden. Teachers of Mathematics, Physics, Chemistry and Biology. An Evaluation and a Discussion). Final Report No 1, Linköping School of Education, 1974, 280 p (In Swedish, Summary in English)

PROJECT DESCRIPTION

Date

1974-08-20

1 Project title

Qualitative Evaluation of Teacher Service, Academic Subject Teachers (the KULT-X Project)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research
Linköping School of Education
Box 3129, S-580 03 Linköping

4 Project - and investigation leader

242

Investigation leader: Karl Henrik Eriksson
Project leader: Thord Erasmie

5 Personnel

Number of researchers 2	Others 1

6 Time schedule

Starting date 1972	Date of completion (est) 1977

7 Source of finance

The National Board of Education

8 Keywords

EUDISED: Occupational satisfaction ERIC: Job satisfaction, Teacher employment, Teacher alienation

9 Background, aims and problem

The KULT-X project is a follow-up project to the KUL-X project. The main aims of the project are:

1) To study the problems of the newly-examined teachers
2) To study in what extension the education of teacher students is adapted to the teacher service
3) To study factors relating to the feeling of success or failure as a teacher

10 Scope

The project has included groups of student teachers with different subjects as speciality.

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O L 229, 4.1972 600 ex SÖ-tryck

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research
Linköping School of Education
Box 3129, S-580 03 Linköping

4 Project - and investigation leader 242

Investigation leader: Karl Henrik Eriksson
Project leader: Thord Erasmie

5 Personnel

Number of researchers 2	Others 1

6 Time schedule

Starting date 1972	Date of completion (est) 1977

7 Source of finance

The National Board of Education

8 Keywords

EUDISED: Occupational satisfaction ERIC: Job satisfaction, Teacher employment, Teacher alienation

9 Background, aims and problem

The KULT-X project is a follow-up project to the KUL-X project. The main aims of the project are:

1) To study the problems of the newly-examined teachers
2) To study in what extension the education of teacher students is adapted to the teacher service
3) To study factors relating to the feeling of success or failure as a teacher

10 Scope

The project has included groups of student teachers with different subjects as speciality.

242 A

SÖ L 229.4.1972 600 ex SÖ-tryck

11 Methods

Interviews with small groups of newly-examined teachers.

Questionnaires for measuring of teacher satisfaction.

Collecting "critical incidents" with classroom-observation.

Studies of literature about teacher job satisfaction and self-actualization.

Group-discussions with student teachers.

12 Main findings

During the fiscal year, 1974-75, results of the group-discussions will be reported. Furthermore, a report will be published containing the preliminary results of the interviews with newly-examined teachers.

13 Bibliographic information

1) HEDEGARD, J: Gruppdiskussion med lärarkandidater. En försöksverksamhet inom KUL-Ä-projektet under våren 1972. (Group-discussions with student teachers. Experimental work within the KUL-Ä project during spring 1972). Nov 1972

2) ERIKSSON, K H: Några synpunkter på ämneslärarnas lärarutbildning, lärarlämplighet och lärartjänstgöring i anslutning till KUL-Ä-projektet. (Some viewpoints of the teacher education for special subject teachers, teacher aptitude and teacher service with reference to the KUL-Ä project.) June 1973

243.

PROJECT DESCRIPTION

Date
1974-08-20

BEST COPY AVAILABLE

1 Project title

In-service teacher training in the context of social psychology (SAL)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Linköping School of Education,
Box 3129, S-580 03 Linköping

4 Project - and investigation leader 244

Harald Eklund

5 Personnel

Number of researchers	Others
2	0,5

6 Time schedule

Starting date	Date of completion (est)
1973	1975

7 Source of finance

The National Board of Education

8 Keywords

Teacher in-service training, teacher attitudes, roleperception, social interaction, administrative structure

9 Background, aims and problem

The present study is aimed at a study of the following two questions in terms of social psychology:

1. What factors do most to influence the teacher´s total attitudes towards in-service teacher training?
2. What changes in the content and desing of compulsory in-service teacher training are most urgently needed in terms of social psychology?

The study is also aimed at developing and testing planning models and at putting forward practical proposals based on the findings made.

10 Scope

The investigation includes about 200 school administrators, headteachers and teachers from all three stages of the comprehensive school.

91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Linköping School of Education,
Box 3129, S-580 03 Linköping

4 Project - and investigation leader 244

Harald Eklund

5 Personnel

Number of researchers 2	Others 0,5

6 Time schedule

Starting date 1973	Date of completion (est) 1975

7 Source of finance

The National Board of Education

8 Keywords

Teacher in-service training, teacher attitudes, roleperception, social interaction, administrative structure

9 Background, aims and problem

The present study is aimed at a study of the following two questions in terms of social psychology:

1. What factors do most to influence the teacher´s total attitudes towards in-service teacher training?
2. What changes in the content and desing of compulsory in-service teacher training are most urgently needed in terms of social psychology?

The study is also aimed at developing and testing planning models and at putting forward practical proposals based on the findings made.

10 Scope

The investigation includes about 200 school administrators, headteachers and teachers from all three stages of the comprehensive school.

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11 Methods

Task 1. Study of factors in teacher attitudes towards in-service training activities.

The collection of data has been based on the interview method. Generally speaking the questions are concerned with the content of in-service training, its organization and its methodological design.

Task 2. Development and application of planning models.

Studies concerning the demands of the society and the needs of the individual.

Inventory of existing plans and draft models.

Development of planning models.

From these analyses and the main findings on sub-task 1 modelproposals will be developed. The practical testing of the models will be limited to one or two specific in-service training projects.

12 Main findings

A preliminary report of the first part of the study will be forthcoming in the autumn of 1974.

13 Bibliographic information

Eklund, Harald Lärarfortbildning - några socialpedagogiska aspekter (Teacher in-service training - some socio-psychological aspects). Linköping School of Education, 1973, 19 p. (Also in English)

Eklund, Harald Utvärdering av fortbildning - några synpunkter på utformningen av lokalt förankrad deltagarbedömning (Evaluation of teacher in-service training - some aspects on participant evaluation models). Linköping School of Education, 1974, 13 p. (In Swedish)

Forslund, Kenneth Teacher in-service training in Europe - some examples. Linköping School of Education, 1974, 11 p. (In English)

PROJECT DESCRIPTION
Date
August 27, 1974

BEST COPY AVAILABLE

1 Project title

Studies in training methods and evaluation-techniques in the training of school principals.

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader 246

Sten Alehammar
Kurt Gestrelius

5 Personnel

Number of researchers 1/2	Others 1/4

6 Time schedule

Starting date 1974	Date of completion (est) 1975

7 Source of finance

National Board of Education

8 Keywords

Training methods, evaluation techniques, training of school principals

9 Background, aims and problem

Increased knowledge of training methods and evaluation techniques in the training of school principals

10 Scope

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

methods and evaluation-techniques in the training of school principals.

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader 246

Sten Alehammar
Kurt Gestrelius

5 Personnel

Number of researchers 1/2	Others 1/4

6 Time schedule

Starting date 1974	Date of completion (est) 1975

7 Source of finance

National Board of Education

8 Keywords

Training methods, evaluation techniques, training of school principals

9 Background, aims and problem

Increased knowledge of training methods and evaluation techniques in the training of school principals

10 Scope

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Literature studies, interviews, questionnaires

12 Main findings

13 Bibliographic information

247.

PROJECT DESCRIPTION
Date
August 29, 1974

BEST COPY AVAILABLE

1 Project title

The significance of the personality for the individual's perception and evaluation of a confrontation with his own behavior in video-recorded situations.

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader 248

Bernhard Bierschenk

5 Personnel

Number of researchers 1/2	Others 1/4

6 Time schedule

Starting date 1974	Date of completion (est) 1976

7 Source of finance

Swedish Council for Social Science Research

8 Keywords

Selfconfrontation, microteaching, cybernetics, audio-video lab., experiment, multivariate analysis, personality, psychology

9 Background, aims and problem

The study of the significance of personality variables for the individual's perception and evaluation of his own video-recorded behaviors under various experimental conditions follows up a self-confrontation experiment carried out in 1968 and 1969 at the Malmö School of Education. The purpose of this follow-up project is to study whether and to what extent the personality variables included in a group test battery influence the perception and evaluation of a person's own video-recorded behavior. On the basis of the results and experiences obtained from this investigation, a detailed research program will be drawn up for the development of suitable test instruments and the mapping of the effect of various personality variables on self-confrontation processes. Being able to see and assess one's own behavior in video-recorded situations has proved to be one of the most important factors in connection with training programs and therapeutic treatment. However, the reason why self-confrontation via internal television and video-recording is so important for behavioral changes and the question of which behaviors are most affected remain to be studied systematically and under laboratory conditions.

10 Scope

Student teachers (grades 4-6, 2nd term of course, spring term 1969 and spring term 1970), a total of 96 subjects. Pupils of MSE's experiment and demonstration school, grade 4, approx. 360 pupils, one tutor and three educational experts (panel).

evaluation of a confrontation with his own behavior in video-recorded situations.

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research,
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader 248

Bernhard Bierschenk

5 Personnel

Number of researchers 1/2	Others 1/4

6 Time schedule

Starting date 1974	Date of completion (est) 1976

7 Source of finance

Swedish Council for Social Science Research

8 Keywords

Selfconfrontation, microteaching, cybernetics, audio-video lab., experiment, multivariate analysis, personality, psychology

9 Background, aims and problem

The study of the significance of personality variables for the individual's perception and evaluation of his own video-recorded behaviors under various experimental conditions follows up a self-confrontation experiment carried out in 1968 and 1969 at the Malmö School of Education. The purpose of this follow-up project is to study whether and to what extent the personality variables included in a group test battery influence the perception and evaluation of a person's own video-recorded behavior. On the basis of the results and experiences obtained from this investigation, a detailed research program will be drawn up for the development of suitable test instruments and the mapping of the effect of various personality variables on self-confrontation processes. Being able to see and assess one's own behavior in video-recorded situations has proved to be one of the most important factors in connection with training programs and therapeutic treatment. However, the reason why self-confrontation via internal television and video-recording is so important for behavioral changes and the question of which behaviors are most affected remain to be studied systematically and under laboratory conditions.

10 Scope

Student teachers (grades 4-6, 2nd term of course, spring term 1969 and spring term 1970), a total of 96 subjects. Pupils of MSE's experiment and demonstration school, grade 4, approx. 360 pupils, one tutor and three educational experts (panel).

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

Starting from the experimental plan and measuring instruments described above, the following analysis techniques will not be used:

1. Estimations of reliability (e.g. Cronbach's Alfa; Guttman's lower limit)
2. Multivariate analysis of variance
3. Multiple discriminant analysis
4. Multiple correlation analysis
5. Canonical correlation analysis

12 Main findings

The analysis programs described in points 1-3 above have been carried out. The analysis of results and reporting, together with points 4 and 5 remain.

13 Bibliographic information

Bierschenk, B. Självkonfrontation via intern television i lärarutbildningen. (Studia Psycholog. et Pedag., 18), Lund: Gleerup, 1972. (a)

Bierschenk, B. Self-confrontation via closed circuit television in teacher training: Results, implications and recommendations. Didakometry, No. 37, 1972. (b)

Bierschenk, B. Perceptual evaluative and behavioral changes through externally mediated self-confrontation. Didakometry, No. 41, 1974.

PROJECT DESCRIPTION

Date
August 27, 1974

BEST COPY AVAILABLE

1 Project title

Analysis of teaching jobs in labor market training as a basis for training: Self-observation and questionnaires.

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Lennart Fredriksson

5 Personnel

250

Number of researchers 1	Others 2

6 Time schedule

Starting date June, 1972 - May, 1974	Date of completion (est) 1974

7 Source of finance

National Board of Education and Swedish Council for Social Science Research

8 Keywords

Labor market, training, self observation, information saturation, questionnaire

9 Background, aims and problem

The present report presents an investigation of the problems which face teachers working in labor market training.

10 Scope

132 teachers, 78 students and 61 administrators

Analysis of teaching jobs in labor market training as a basis for training: Self-observation and questionnaires.

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Lennart Fredriksson

250

5 Personnel

Number of researchers 1	Others 2

6 Time schedule

Starting date June, 1972 - May, 1974	Date of completion (est) 1974

7 Source of finance

National Board of Education and Swedish Council for Social Science Research

8 Keywords

Labor market, training, self observation, information saturation, questionnaire

9 Background, aims and problem

The present report presents an investigation of the problems which face teachers working in labor market training.

10 Scope

132 teachers, 78 students and 61 administrators

250A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

The data collection methods used have been self-observation of the critical incident type and interviews. The information material has been analysed for content and assessed. Information saturation has been checked. In the assessment phase, data were collected by means of questionnaires. The questionnaire material has been assessed from five aspects, namely occurence, training need, length of time, present and future.

12 Main findings

251

Problem situations with high values in all five aspects concern training needs as a result of the rapid advance in technology, welfare tasks, heterogeneous student groups and continuous intake.

13 Bibliographic information

Fredriksson, L. Självobservation som datainsamlingsmetod vid befattningsanalys. Pedagogisk-psykologiska problem (Malmö: School of Education), No 163, 1972.

Fredriksson, L. Analys av lärarbefattningar inom arbetsmarknadsutbildningen som grundval för utbildning: Självobservation och enkät. Pedagogisk-psykologiska problem (Malmö: School of Education), No 230, 1974.

Fredriksson, L. The use of self-observation and questionnaires in job analysis for the planning of training. Studia psychologica et paedagogica series alterna XXII, Lund: Gleerup, 1974.

AMU-lärarna skattar vidareutbildning högt. Fackläraren, Nr 5, 1974.

Fredriksson, L. Analys av problemsituationer för lärare inom arbetsmarknadsutbildningen. Malmö: School of Education, stencil, 1974.

Fredriksson, L. Analys av befattningar inom studie- och yrkesorientering. En förundersökning. Malmö: School of Education, stencil, 1974.

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251

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Fredriksson, L. The use of self-observation and questionnaires in job analysis for the planning of training. Studia psychologica et paedagogica series alterna XXII, Lund: Gleerup, 1974.

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Fredriksson, L. Analys av problemsituationer för lärare inom arbetsmarknadsutbildningen. Malmö: School of Education, stencil, 1974.

Fredriksson, L. Analys av befattningar inom studie- och yrkesorientering. En förundersökning. Malmö: School of Education, stencil, 1974.

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PROJECT DESCRIPTION
Date
August 29, 1974

BEST COPY AVAILABLE

1 Project title

Role training in the school sector.

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Project leader: Ph. D. Kurt Gestrelius
Assistent project leader: Fil. lic. Alger Klasson

252

5 Personnel

Number of researchers 2	Others 1 1/2

6 Time schedule

Starting date 1971	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

Educational training, role training, school principals, teacher education

9 Background, aims and problem

The project was a direct continuation of the earlier project, "Role analyses as a basis for training and further training in the school sector: School principals, method lecturers and tutors". During this project, a theoretical analysis was made of the problems which could be entailed in educational planning, using methods of role analysis, role descriptions were compiled for method lecturers and tutors and also for school principals.
The aim of the project is on the basis of role descriptions and content-analysed information material to compile and apply work stages for goal determination, content determination and programme construction in such a way that content analysed and role analyses can really be utilized in educational planning.

10 Scope

The project has covered school principals, teacher trainers and to some extent teachers in labor market training.

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☐ In progress ☒ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S-200 45 Malmö 23

4 Project - and investigation leader

Project leader: Ph. D. Kurt Gestrelius
Assistent project leader: Fil. lic. Alger Klasson

252

5 Personnel

Number of researchers 2	Others 1 1/2

6 Time schedule

Starting date 1971	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

Educational training, role training, school principals, teacher education

9 Background, aims and problem

The project was a direct continuation of the earlier project, "Role analyses as a basis for training and further training in the school sector: School principals, method lecturers and tutors". During this project, a theoretical analysis was made of the problems which could be entailed in educational planning, using methods of role analysis, role descriptions were compiled for method lecturers and tutors and also for school principals.
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10 Scope

The project has covered school principals, teacher trainers and to some extent teachers in labor market training.

252A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

A two-step method of data collection was developed and used in interviews and self-observations. Critical incident technique has been tested in the form of a "critical incident diary". Methods for content analyses and reliability tests have been developed and tested. A method to meet the aspect of future in the content in role training was developed. Combinations of interviews and aspect-directed questionnaires have been used in data collection and content analysis.

12 Main findings

253

1. Descriptions of situations that from different points of view seemed to be of importance for the analysis of training needs. When extracting the situations, we were particularly interested in situations where the assessment values were such that they could be said to be of special inteterst for the future.
2. Descriptions of training needs and thereto adapted training content.
3. Outline to plans of training for teacher trainers.
4. Methods for determination of problem situations that seemed to be of importance for the role training and related training aims and training content.

13 Bibliographic information

Alehammar, S. Värderingsskede som del av befattningsanalys för skolledare och lärarutbildare: Genomförande och bortfall. Malmö: School of Education, stencil, 1971.

Fredriksson, L. The use of self-observation and questionnaires in job analysis for the planning of training. Studia psychologica et paedagogica series altera XXII. Lund: Gleerup, 1974.

Fredriksson, L. AMU-lärarna skattar vidareutbildning högt. Fackläraren Nr 5, 1974.

Gestrelius, K. Utbildningsplanering med befattningsanalytiska metoder. Lund: Uniskol, 1970.

Gestrelius, K. Job analysis and determination of training needs. Studia psychologica et paedagogica series altera XIX. Lund: Gleerup, 1972.

Gestrelius, K. Vem känner våra utbildningsbehov? Utbildningstidningen, 1973 (7-8), 1974(3). Reprint from Department of Educational and Psychological Research (Malmö: School of Education), No 147, 1974.

Klasson, A. Skolledare i grundskolan, del I: Beskrivning av arbetsuppgifter med intervjudata som bakgrund. Pedagogisk-psykologiska problem (Malmö: School of Education), No 245, 1974.

tests have been developed and tested. A method to meet the aspect of future in the content in role training was developed. Combinations of interviews and aspect-directed questionnaires have been used in data collection and content analysis.

12 Main findings

253

1. Descriptions of situations that from different points of view seemed to be of importance for the analysis of training needs. When extracting the situations, we were particularly interested in situations where the assessment values were such that they could be said to be of special inteterst for the future.
2. Descriptions of training needs and thereto adapted training content.
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4. Methods for determination of problem situations that seemed to be of importance for the role training and related training aims and training content.

13 Bibliographic information

Alehammar, S. Värderingsskede som del av befattningsanalys för skolledare och lärarutbildare: Genomförande och bortfall. Malmö: School of Education, stencil, 1971.

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Fredriksson, L. AMU-lärarna skattar vidareutbildning högt. Fackläraren Nr 5, 1974.

Gestrelius, K. Utbildningsplanering med befattningsanalytiska metoder. Lund: Uniskol, 1970.

Gestrelius, K. Job analysis and determination of training needs. Studia psychologica et paedagogica series altera XIX. Lund: Gleerup, 1972.

Gestrelius, K. Vem känner våra utbildningsbehov? Utbildningstidningen, 1973 (7-8), 1974(3), Reprint from Department of Educational and Psychological Research (Malmö: School of Education), No 147, 1974.

Klasson, A. Skolledare i grundskolan, del I: Beskrivning av arbetsuppgifter med intervjudata som bakgrund. Pedagogisk-psykologiska problem (Malmö: School of Education), No 245, 1974.

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PROJECT DESCRIPTION

Date

August 29, 1974

1 Project title

Education in Teacher Training Based on Job Analysis of Teachers (Project PIL)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S -200 45 Malmö 23

4 Project - and investigation leader

Bertil Gran

254

5 Personnel

Number of researchers 2	Others -

6 Time schedule

Starting date 1968	Date of completion (est) 1975

7 Source of finance

National Board of Education

8 Keywords

Teacher education, teacher behaviour, teaching profession, occupational research, job description, sciences of education, teaching aids

9 Background, aims and problem

The role of teacher is constantly changing. New tasks are incorporated into the job. The stress on different tasks is altered. The main aims of the project are to explore the role of the teacher in Sweden today and in the near future and analyze the corresponding teacher training. The occupational functions of the teacher, which make educational development necessary, are to be established, some of the existing teaching aids and programs are to be evaluated and new ones are to be developed.

10 Scope

Students in Schools of Education

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Education in Teacher Training Based on Job Analysis of Teachers (Project PIL)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S -200 45 Malmö 23

4 Project - and investigation leader

Bertil Gran

5 Personnel

254

Number of researchers 2	Others -

6 Time schedule

Starting date 1968	Date of completion (est) 1975

7 Source of finance

National Board of Education

8 Keywords

Teacher education, teacher behaviour, teaching profession, occupational research, job description, sciences of education, teaching aids

9 Background, aims and problem

The role of teacher is constantly changing. New tasks are incorporated into the job. The stress on different tasks is altered. The main aims of the project are to explore the role of the teacher in Sweden today and in the near future and analyze the corresponding teacher training. The occupational functions of the teacher, which make educational development necessary, are to be established, some of the existing teaching aids and programs are to be evaluated and new ones are to be developed.

10 Scope

Students in Schools of Education

251A

11 Methods

The teaching profession investigated by means of analyses of official documents such as curricula, interviews with different "contact groups" of the teacher, critical-incident studies and an extensive questionnaire to school-leaders and teacher-trainers. In these studies the demands and expectations made on the teacher are studied. Different aspects of the new teacher roles are observed systematically. Programs within the areas of pupil care, role playing, cooperation and evaluation are carried out in contact with several Schools of Education. Inventories of teaching aids (printed material and films) are constructed and evaluated in relation to further needs.

12 Main findings

The teaching profession can be described in a factorial structure of five "occupational functions", described in relation to

a) the social and emotional development of the pupils
b) the cognitive development of the pupils
c) method and material
d) cooperation and communication
e) development work

Different groups of people as well as different official documents stress different aspects of the teacher's job. The two functions considered most important by most of the respondents and not satisfactorily dealt with in the training of teachers concern the social and emotional development of the pupils and cooperation and communication within the school. New patterns of the teacher's tasks are dealt with in a special study.

13 Bibliographic information

Fritzell, Ch. Lärarens befattningsfunktioner: Nivåanalys av skolledares och lärarutbildares värdering. /The occupational functions of the teacher: Analysis of evaluations by school-leaders and teacher-trainers./ Pedagogisk-psykologiska problem (Malmö: School of Education), No 229, 1974. (a)

Fritzell, Ch. The teacher's occupational functions. Scand. Journal of Ed. Res., 4, 1974(b).

Gran, Bertil. Med PIL för bättre lärarutbildning. Pedagogiska Meddelanden, 1973, 10(7), Reprint from Department of Educational and Psychological Research (Malmö: School of Education), Nr 134, 1973. (b)

Johansson, L. Pedagogiken i lärarutbildningen: En förteckning över undervisningsfilmer. /Education programs for teacher training: An inventory of instructional films.) Pedagogisk dokumentation (Malmö: School of Education), Nr 17, 1973.

Löfqvist, G. Arbets- och utbildningskrav för ämneslärarkandidater. /Demands made on the subject teacher in the school situation./ Pedagogisk-psykologiska problem (Malmö: School of Education), No 156, 1971.

Marklund, S. & Gran, Bertil. Research and innovation in Swedish teacher training. OECD, Paris, 1974

Rodhe, B. & Gran, Bertil (Ed.) New patterns of teacher tasks. A report on Swedish

teacher-trainers. In these studies the demands and expectations made on the teacher are studied. Different aspects of the new teacher roles are observed systematically. Programs within the areas of pupil care, role playing, cooperation and evaluation are carried out in contact with several Schools of Education. Inventories of teaching aids (printed material and films) are constructed and evaluated in relation to further needs.

12 Main findings

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Fritzell, Ch. The teacher's occupational functions. Scand. Journal of Ed. Res., 4, 1974(b).

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Rodhe, B. & Gran, Bertil (Ed.) New patterns of teacher tasks. A report on Swedish experience in the Malmö region. OECD, Paris, 1973.

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PROJECT DESCRIPTION
Date
1974-09-02

1 Project title

CCTV in Teacher Training

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Stockholm School of Education, Fack, 100 26 STOCKHOLM 34

4 Project - and investigation leader

Jon Naeslund

256

5 Personnel

Number of researchers	Others
2 (of which 1 working 1/4-time)	1 (half-time)

6 Time schedule

Starting date	Date of completion (est)
1968	1975

7 Source of finance

The National Board of Education

8 Keywords

CCTV; Concretion; Auscultation; Microteaching; Subjective Judgement

9 Background, aims and problem

I. To survey the need for CCTV in teacher training

II. To study attitudes to the use of CCTV in order to
  a. concretize instruction and thereby integrate theory with practice
  b. to replace or prepare for direct observations
  c. to replace or prepare for direct demonstrations
  d. to complete methods instruction with microteaching

III. With the CCTV to study the reliability of subjective judgements
  a. in connection with entrance interviews
  b. in relation to the grading of teacher-competence

10 Scope

I. All lecturers of methods and pedagogics at teacher training institutes in Sweden
II. Approx. 2.500 teacher-candidates
III. About 50 teacher-candidates assessed by as many judges

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Stockholm School of Education, Fack, 100 26 STOCKHOLM 34

4 Project - and investigation leader

Jon Naeslund

256

5 Personnel

Number of researchers 2 (of which 1 working 1/4-time)	Others 1 (half-time)

6 Time schedule

Starting date 1968	Date of completion (est) 1975

7 Source of finance

The National Board of Education

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II. Approx. 2.500 teacher-candidates

III. About 50 teacher-candidates assessed by as many judges

256A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

I. Teacher-trainers have noted their priorities with fixed frequencies in proposals for programmes drawn up by experts for the various subjects and school levels. The results have been made available to CCTV Production Units to be used as the basis for programme production.

II. A study is being made of the subjects' attitudes to the various uses of CCTV in teacher training. A comparison is also being made in certain cases of teaching (observation, visits to classes, etc.) with and without CCTV.

III. The main objects of study are the inter- and intra-reliability of assessments. The validity aspects are also dealt with in certain sectors.

12 Main findings

1. The student teachers find pedagogics and methods more meaningful and better integrated with practice when illustrated by means of CCTV.
2. CCTV-observations are considered better than or as good as direct classroom observations by more than 50% of the student teachers.
3. Microteaching is highly appreciated by teacher-candidates, and makes them more confident when first attempting teaching-exercizes in the classroom. A questionnaire constructed by the project to uncover those in need of microteaching, has proved to be very reliable. A number of different administrative forms have been tried in order to incorporate microteaching as a regular part of teacher training. None of the forms have shown themselves to be entirely satisfactory. New solutions are currently being tried out.
4. Subjective judgements in teacher training - at entrance interviews and judgements of teacher-competence - are not very reliable, which - among other things - leads to certain weaknesses in their validity.

13 Bibliographic information

Naeslund, Jon *Attitudes of students towards closed-circuit television in teacher training.* Stockholm School of Education, 1969, 18 p + app.

Ljung, Bengt-Olov & Naeslund, Jon *Interview method in the selection of applicants for teacher training. A study of the reliability of video taped interviews.* Stockholm School of Education, 1970, 40 p.

Ljung, Bengt-Olov & Naeslund, Jon *Judging student teachers, Agreement in judgements of student teaching and the validity of video taped applicant interviews.* Stockholm School of Education, 1970, 25 p + app.

Gustavsson, Kurt & Naeslund, Jon *Closes-circuit television (CCTV) at the Stockholm School of Education.* Stockholm School of Education, 1969, 19 p + app.

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PROJECT DESCRIPTION
Date
1974-08-30.......

1 Project title

Qualitative evaluation of teacher training, class teacher lines (KUL-K)

BEST COPY AVAILABLE

2

☒ In progress ☐ Completed

3 Institute

Stockholm School of Education
Department of Educational Research

4 Project - and investigation leader

Scientific leader: Sixten Marklund
Investigation leader: Agneta Linné

258

5 Personnel

Number of researchers 3	Others

6 Time schedule

Starting date 1968	Date of completion (est) 1975

7 Source of finance

National Swedish Board of Education

8 Keywords

Teacher education, system of education, evaluation, follow-up study, systems analysis

9 Background, aims and problem

The project has been prompted by the new teacher training inaugurated in the autumn term 1968. The investigation is aimed at a continuous qualitative evaluation of the class-teacher training systems of the schools of education. The principal aim of the project is to ascertain the extent to which the various teacher training establishments attain the objectves of the curricula and to identify factors in the teacher training system which facilitate or impede the attainment of those objectives. The evaluation mainly comprises aims and process analyses and is designed to provide a description of the social system of the schools of education. The project is also aimed at the development of methods for the study of educational systems.

10 Scope

The investigation follows trainee teachers admitted to all schools of education during the academic year 1969/70 The trainees and the system under which they are trained will be followed for the entire duration of their training. In addition, all teachers and administrators involved in class-teacher training are included in the investigation. The project also intends to at a later date study the success of the teacher-trainees in their profession

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Qualitative evaluation of teacher training, class teacher lines (KUL-K)

2 ☒ In progress ☐ Completed

3 Institute

Stockholm School of Education
Department of Educational Research

4 Project - and investigation leader

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11 Methods:

Analysis of curricula and other official publications in order to study the objectives of class-teacher training. Questionnaire and interview investigations to study aims, resources and processes at individual schools of education. Knowledge tests in certain central subjects designed in connection with the analysis of aims. Further development of methods of process analysis and the construction of theoretical models for the study of training systems.

12 Main findings:

259

The project has described those reforms in the area of teacher training which provide the background to its activities. In connection with this, a presentation of the project's aim and form has been made (Marklund, 1972).

A general presentation of class-teacher trainees' evaluations of goals and processes in their education (after 3 terms of training) was made as grounds for a discussion on the content and form of class-teacher training program. The presentation is descriptive and based on only half of the answers received (Linné, Björklund, Haglund, Håkanson, 1972).

The project has outlined a preliminary suggestion of a model which could be used for the evaluation of proficiency and instruction in English for class-teacher trainees (Håkanson and Gårdmark, 1972).

The teacher candidates' social background and view of teacher training at the admission to the schools of education has been described (Linné and Unnebäck, 1973).

Principals and directors of studies at the schools of education have given their view of teacher training (Björklund, Håkanson, Linné, 1973).

An intensive study has been made at two schools of education. Its results strengthens the tendencies found at the questionnaire studies (Håkanson, Jiveskog,

The teacher candidates' experiences during practice-teaching have been analysed (Håkanson and Wikander, 1973).

The teacher candidates' view of teacher education at the beginning and at the end of their training as well as the teacher trainers' opinions on teacher education are to be published shortly.
The main findings of the project have been summarized in School Research Newsletter 1974:8.

13 Bibliographic information

Håkanson, Bo och Gårdmark, Sigvard: Utvärdering av språkfärdighet - ett diskussionsunderlag. Pedagogiska institutionen, lärarhögskolan i Stockholm 1972. Rapport 61. 63 p.

Linné, Agneta , Björklund, Leni, Haglund, Stefan och Håkanson, Bo: Klasslärarkandidaters värdering av sin utbildning - ett diskussionsunderlag. Pedagogiska institutionen, lärarhögskolan i Stockholm 1972. Rapport 62. 66 p.

Marklund, Sixten: Kvalitativ utvärdering av lärarutbildningen. Pedagogiska institutionen, lärarhögskolan i Stockholm 1972. Rapport 63. 59 p.

Linné, Agneta och Unnebäck, Bernt: Vem blir klasslärare och vad vill lärarkandidaten ha i sin utbildning? Pedagogiska institutionen, lärarhögskolan i Stockholm 1973. Rapport 81. 118 p.

Håkanson, Bo, Jiveskog, L.-O., Wikander, K.-G.: Problem i klasslärarutbildningen. Pedagogiska institutionen, lärarhögskolan i Stockholm 1973. Rapport 91. 41 p.

Björklund, L., Håkanson, B., Linné, A.: "... Det måste komma till åtskilligt efter examen för den fullständiga ekiperingen..." . Pedagogiska institutionen, lärarhögskolan i Stockholm 1973. Rapport 100. 100 p.

Håkanson, B. och Wikander, K.-G.: Praktikterminen i klasslärarutbildningen. Pedagogiska institutionen, lärarhögskolan i Stockholm 1973. Rapport 97. 98 p.

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PROJECT DESCRIPTION
Date
1974-08-30 ....

1 Project title

A process-analytical study of pre-school teacher training.
The FRU-project

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Gothemburg
Department of Educational Research, School of Education, Stockholm

4 Project - and investigation leader

Professor Karl-Gustaf Stukát, Jan-Erik Johansson (Gothemburg)
Professor Bengt-Olov Ljung, Agneta Linné (Stockholm)

260

5 Personnel

Number of researchers	Others
Gothemburg: 2 Stockholm: 2	

6 Time schedule

Starting date	Date of completion (est)
1973/74	1976/77

7 Source of finance

National Board of Education

8 Keywords

Pre-school, teacher education, systems analysis, evaluation

9 Background, aims and problem

The Swedish pre-school is presently experiencing rapid changes with respect to both type of activity and the numbers affected by it. If the changes suggested in the 1968 Commission on Pre-Schools are to be effected, new demands are placed on pre-school teacher training.

The FRU-Project uses as its points of departure the developmental work carried out in the Pre-School Project at Gothemburg, which underlined the role of pre-school personnel in a dialogical-pedagogical method, and the experiences of KUL-K Project at Stockholm, gained from evaluating class-teacher training in Sweden.

The purposes of the project are:

- to study in detail the actual content of instruction used in pre-school teacher training, its dimensions in relation to the new demands placed upon the pre-school, and
- to further develop and concretize such methods and ways of working which are to become important in connection with a reform of the pre-school.

10 Scope

Pre-school teacher training, pre-school teacher training institutions

260A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

The FRU-project

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2 ☒ In progress ☐ Completed

3 Institute

Department of Educational Research, School of Education, Gothemburg
Department of Educational Research, School of Education, Stockholm

4 Project - and investigation leader

Professor Karl-Gustaf Stukát, Jan-Erik Johansson (Gothemburg)
Professor Bengt-Olov Ljung, Agneta Linné (Stockholm)

260

5 Personnel

Number of researchers Gothemburg: 2 Stockholm: 2	Others

6 Time schedule

Starting date 1973/74	Date of completion (est) 1976/77

7 Source of finance

National Board of Education

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Pre-school, teacher education, systems analysis, evaluation

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10 Scope

Pre-school teacher training, pre-school teacher training institutions

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

The project expects to carry out its work after the following time schedule.

1973/74 1974/75 1975/76 1976/77

Descriptive Phase

... Process Analysis

... Action Phase

... Reporting

The descriptive phase entailed a survey of the theoretical points of departure presented in report form during the Spring Term, 1974. During this term we have tried to illustrate the practical circumstances under which pre-school teacher training is carried out. This was undertaken by observing activities at Pre-School Teacher Training Centers in Gothemburg and Stockholm (primarily the 1st and last terms). Informal interviews were made with teacher-candidates, teachers, principals, and other personnel. Meetings of various administrative organs were also observed. In addition the teacher-candidates kept diaries over certain activities during practice-teaching.

The theoretical considerations made from the literature survey and the results of the pilot study will form the basis of the process-analytical study. In this study the effect of various dimensions will be more closely studied and illustrated. According to plan, the last-named phase of the project will develop into an action phase, where the purpose is to make members of the system aware of problems in education in order to, with their co-operation work out and test alternative measures.

12 Main findings

13 Bibliographic information

Sverud, K.-A.: Processanalytisk studie av förskollärarutbildningen. Några teoretiska utgångspunkter. Pedagogiska institutionen, lärarhögskolan i Göteborg: Göteborg 1974. Rapport 52. 40 p.

261.

PROJECT DESCRIPTION
Date
1974-08-23

1 Project title

The working conditions of teachers of adult education

2 ☐ In progress ☒ Completed

3 Institute

The Educational Center at the Stockholm Local Education Authority

4 Project - and investigation leader 262

Birgit Hellbom

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1973	Date of completion (est) 1974

7 Source of finance

The municipality of Stockholm

8 Keywords

Teachers of adult education, working conditions

9 Background, aims and problem

The municipal upper secondary schools for adults have no regular situations for adults (exception: The upper secondary school for adults at Sveaplan).
Has this type of situations, where teachers are employed by the hour, influenced the teachers negatively? For example, has it given them a reason to feel dissatisfied with their jobs or their social benefits?

The investigation aims to show, among other things:

- what needs and desires the teachers have concerning their working conditions
- how the teachers feel about the instruction
- what the teachers think about different ways of being employed
- what the teachers think about the present marking system
- whether the teachers are satisfied with adult education

10 Scope

All teachers of adult education at the upper secondary schools in Stockholm

262A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

The working conditions of teachers of adult education

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2 ☐ In progress ☒ Completed

3 Institute

The Educational Center at the Stockholm Local Education Authority

4 Project - and investigation leader 262

Birgit Hellbom

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1973	Date of completion (est) 1974

7 Source of finance

The municipality of Stockholm

8 Keywords

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10 Scope

All teachers of adult education at the upper secondary schools in Stockholm

262A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

The questionnaire was chosen at the method of investigation, as the interview method would have been too costly. The questionnaire was given a relatively broad form. The types of questions and the statements in the questionnaire thus vary. At times, statements, where the teachers could indicate their agreement, doubt or disagreement, were considered to be best.

On other occasions, the teachers have had to choose between fixed alternatives. All questionnaire answers are reported in a supplement.

12 Main findings

263

The teachers of adult education are well educated. Most teachers (80 %) have an academic degree, and are accredited teachers of academic subjects.

On the whole, physical working conditions are experienced as being satisfactory. However, certain lacks are reported: Approximately half of the teachers lack a room of their own to work in, and just as many feel that there are too few group rooms for the students.

Most of the teachers (70 %) feel that the work of planning is more demanding at the adult upper secondary school, compared with the schools for youth education. The majority of the teachers of adults point out that the numbers of weekly hours devoted to their subject are too few. At the same time, they consider the studying pace for most of the adult students to be much too high. The teachers of adults point out that the relative system of marking is difficult to apply (70 %), and that it isn't always possible to give fair marks.

Over 90 % of the teachers of adults are of the opinion that their working conditions are very insecure. But 97 % of the teachers say that they enjoy teaching adults and wouldn't want to give up their jobs.

13 Bibliographic information

Hellbom, Birgit

The working conditions of teachers of adult education
The Educational Center at the Stockholm Local Education Authority
Stockholm 1974
Report series: Educational development work in Stockholm schools, no 54 (25 pages)

Hellbom, Birgit

The working conditions of teachers of adult education

Information paper from the Educational Center at the Stockholm Local Education Authority.
The section for adult education. No 5:9.

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The teachers of adult education are well educated. Most teachers (80 %) have an academic degree, and are accredited teachers of academic subjects.

On the whole, physical working conditions are experienced as being satisfactory. However, certain lacks are reported: Approximately half of the teachers lack a room of their own to work in, and just as many feel that there are too few group rooms for the students.

Most of the teachers (70 %) feel that the work of planning is more demanding at the adult upper secondary school, compared with the schools for youth education. The majority of the teachers of adults point out that the numbers of weekly hours devoted to their subject are too few. At the same time, they consider the studying pace for most of the adult students to be much too high. The teachers of adults point out that the relative system of marking is difficult to apply (70 %), and that it isn't always possible to give fair marks.

Over 90 % of the teachers of adults are of the opinion that their working conditions are very insecure. But 97 % of the teachers say that they enjoy teaching adults and wouldn't want to give up their jobs.

13 Bibliographic information

Hellbom, Birgit

The working conditions of teachers of adult education
The Educational Center at the Stockholm Local Education Authority
Stockholm 1974
Report series: Educational development work in Stockholm schools, no 54 (25 pages)

Hellbom, Birgit

The working conditions of teachers of adult education

Information paper from the Educational Center at the Stockholm Local Education Authority.
The section for adult education. No 5:9.

Higher education

PROJECT DESCRIPTION
Date
....

1 Project title

University studies in working groups - project UIA

2 ☐ In progress ☒ Completed

3 Institute

The Institute of Education, University of Gothenburg

4 Project - and investigation leader

Project leaders: Anders Fransson and Airi Rovio-Johansson
Scientific leader: Ference Marton

265

5 Personnel

Number of researchers 2	Others

6 Time schedule

Starting date 1971	Date of completion (est) 1974

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

9 Background, aims and problem

The purpose of this project has been to develop and analyse a teaching and working procedure in which the teacher acts as a guide "meeting" the students on their own ground with regard to knowledge, insight and skills, and in which the students are encouraged to adopt an attitude of active responsibility for their own studies. Another fundamental aim has been to evolve conditions that are conductive to active contact between students and teachers and between the students themselves. The project has been described in two stages. The object of the first stage was to design suitable working methods. The purpose of the second stage was to evaluate these working methods. The working group model proposed in the general report of the UPU project was taken as the point of departure for this work.

10 Scope

Autumn term 1971, experiments with two working groups of 8 students each.
Autumn term 1972, experiments with four working groups of 8 students each.
Control groups totalling 60 students.

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

University studies in working groups - project UIA

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2 ☐ In progress ☒ Completed

3 Institute

The Institute of Education, University of Gothenburg

4 Project - and investigation leader

Project leaders: Anders Fransson and Airi Rovio-Johansson
Scientific leader: Ference Marton

265

5 Personnel

Number of researchers 2	Others

6 Time schedule

Starting date 1971	Date of completion (est) 1974

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

9 Background, aims and problem

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Autumn term 1972 experiments with four working groups of 8 students each.
Control groups totalling 60 students.

265A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

The main experiment comprised the practical conduct of an experiment with guided working groups. This experiment involved all the subsidiary courses making up an elementary course of pedagogics. Two types of control groups were studied. Data were collected by means of a series of questionnaires administered at different junctures, informal conversations and observations recorded in the tutors´ logbooks and also by means of three types of tests: the regular examinations, a general test at the end of the term and study proficiency tests at the beginning and end of term.

12 Main findings

The comparison with the control groups revealed among other things that the members of the working groups

- obtained equal results in the ordinary examinations
- did somewhat better in a general terminal examination focussing on long-term retention
- had improved their study proficiency to a greater extent
- had obtained more numerous and deeper contacts with other students and with teachers.

The analysis of experiences gained during the experiment also showed the need for congruence between studies and examinations. Active responsibility for one´s own studies, as evinced by demands for meaningfulness and relevance, is counteracted by an examination system in which the students are at the mercy of an arbitrary examiner.

13 Bibliographic information

Fransson, A & Rovio-Johansson, A Universitetsstudier i arbetsgrupp. Rapport från en försöksverksamhet med nya arbetsformer. Del 1: Syfte, uppläggning och några resultat. (University studies in working groups. A report on experimental activities involving new working methods. Part 1: Purpose, disposition and some of the findings) The Institute of Education, University of Gothenburg, No. 95, 1973.

Fransson, A & Rovio-Johansson, A Universitetsstudier i arbetsgrupp. Rapport från en försöksverksamhet med nya arbetsformer. Del 2: Handledarnas dagboksanteckningar och deltagarnas värdering av verksamheten samt analys av styrningsproble i arbetsgrupper.(University studies in working groups. A report on experimental activities involving new working methods. Part 2: Logbook notes by tutors and the participants´ evaluation of the activities, together with an analysis of steering problems in working groups).

Dahlgren, G & Fransson, A & Rovio-Johansson, A & Säljö, R Lärares och studerandes upplevelser av tre försök med arbete och examination i grupp på universitetsnivå samt en kort forkningsöversikt över examinationsformens inverkan på inlärning och studiemetoder.

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BEST COPY AVAILABLE

PROJECT DESCRIPTION

Date
1974-08-30

1 Project title

Applied Psychology of Learning and Learning Skills

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Educational Research at the University of Gothenburg

4 Project - and investigation leader

Associate professor Ference Marton, Lennart Svensson, fil.lic.

267

5 Personnel

Number of researchers 3	Others 2

6 Time schedule

Starting date 1970	Date of completion (est) 1974

7 Source of finance

The Office of the Chancellor of Swedish Universities, estimated yearly cost 170 000 Sw. Kr.

8 Keywords

Learning, knowledge, learning skills, study habit, achievement university studies.

9 Background, aims and problem

The project attempts to illuminate three issues. We mention these in the following order as we mean that the answer to one question comprises a basis for the answering of another of the questions.

1. How can knowledge (i.e. what is learnt) be observed and described in a fruitful way
2. How can learning skills be observed and described at a functional level
3. How can learning skills be influenced

These questions are placed in a certain context - university studies. The subjects chosen are characterized by a type of learning which involves working with relatively broad verbal material.

10 Scope

During the project"s first two years two large data collections have taken place. The first one included 30 students of education and the second one 30 social science students. Supplementary studies have also been carried out and experimental studies attempting to influence learning skills have been planned.

Applied Psychology of Learning and Learning Skills

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Educational Research at the University of Gothenburg

4 Project - and investigation leader

Associate professor Ference Marton, Lennart Svensson, fil.lic.

267

5 Personnel

Number of researchers 3	Others 2

6 Time schedule

Starting date 1970	Date of completion (est) 1974

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The Office of the Chancellor of Swedish Universities, estimated yearly cost 170 000 Sw. Kr.

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10 Scope

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11 Methods

The main body of data is obtained through interviews of the subjects. The interviews are tape-recorded and later written out. The transcriptions are usually about 100 pages per subject and comprise the projects main material. The interviews focus on learning of text materials and the subjects answer various types of questions concerning the content of the material and also make retrospective observations of the learning and recounting processes. In the interviews the subjects also discuss their normal study method. Examination marks comprise further cupplementary data. The data analysis will mainly be carried out at the individual level, that is aiming at describing and comparing the individuals as whole units (comparisons between individuals considering the characteristic patterns within the individuals). The analysis and interpretation of verbal information is a large methodological problem. The planned experiments to influence learning skills will include experiments with influence via instruction, via the material and via the text questions posed.

12 Main findings

268

No results relating to the central issues have as yet been published. However, if the goals (see point 9) are at least partially reached we should recieve a better foundation for taking a stand on vitally important questions concerned with post secondary school education like:

1. Goal descriptions
2. What is really tested by different types of examination
3. The relative distribution of independent versus organised studies
4. Advice to the students on study methods

The main results of the project will be presented in three monographies and ten reports. We are currently working on these.

13 Bibliographic information

The project has up to now published ten reports issued within a report series of the Institute for Educational Research.

1. Marton, F och Svensson, L.: Vad säger oss det som sägs. (Bidrag till Nordiskt symposium om metodologiska problem inom pedagogisk forskning, Hurdal 26-28 oktober, 1970.) 1970, 17 s.
4. André, R.: Den första terminen. Aktiviteter och upplevelser i en studiemiljö, 1972, 100 s.
8. Svensson, L m fl: Synpunkter på forskning om "Undervisningens organisation och arbetsformer". 1972, 76 s.
9. Hall, S. och Petersson, R.: Studieteknik för studenter? Analys av några handböcker samt ett försök till kartläggning av försöksverksamhet i studieteknik vid svenska universitet under åren 1965-1971. 1973, 56 s.
10. Dahlgren, L.O. och Säljö, R.: Studieteknik och/eller inlärning. Reflextioner kring litteraturen om studieteknik. 1973, 34 s.

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10. Dahlgren, L.O. och Säljö, R.: Studieteknik och/eller inlärning. Reflextioner kring litteraturen om studieteknik. 1973, 34 s.

PROJECT DESCRIPTION

Date

1974-09-24

1 Project title

Didactic studies of concepts in economy (ÄSS-project)

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Educational Research at the University of Göteborg.

4 Project - and investigation leader

Researcher Lars-Owe Dahlgren
Associate professor Ference Marton

269

5 Personnel

Number of researchers 1,5	Others 0,5

6 Time schedule

Starting date 1/7-1974	Date of completion (est) 30/6-1977

7 Source of finance

The Office of the Chancellor of Swedish Universities, 110.000:-

8 Keywords

learning, learning process, learning theory, knowledge, knowledge level, memory.

9 Background, aims and problem

The project is a continuation of the TIPS-project (Applied Psychology of Learning and Learning Skills) carried on earlier.

Background: The opinion that learning both as process and outcome can be described in terms of the relationship between the sign and what is signified. Depending on whether the individual's attention is directed towards the sign or towards what is signified, qualitative differences occur in the outcome of learning. These differences constitute indications of different degrees of comprehension of what should be learned and influence the retention of what is learned.

Purpose: To study the outcome spaces (se Methods) for basic economic concepts and the conditions for directing the activities of the learner in such a way that the attention mainly is concentrated on what is signified. The effects of this directing is analysed in order to discover qualitative differences.

10 Scope

Students in political economy are to be used as experimental group. About 30 individuals are to be studied intensively and about 100 extensively.

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2 ☒ In progress ☐ Completed

3 **Institute**

The Institute of Educational Research at the University of Göteborg.

4 **Project - and investigation leader**

Researcher Lars-Owe Dahlgren
Associate professor Ference Marton

269

5 **Personnel**

Number of researchers	Others
1,5	0,5

6 **Time schedule**

Starting date	Date of completion (est)
1/7-1974	30/6-1977

7 **Source of finance**

The Office of the Chancellor of Swedish Universities, 110.000:-

8 **Keywords**

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10 **Scope**

Students in political economy are to be used as experimental group. About 30 individuals are to be studied intensively and about 100 extensively.

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11 Methods:

Earlier tested methods will be used, i.e. verbal interviews and questionings of the subjects. More important than use of statistical characteristics is the analysis of the subjects′ answers to a task, i.e. the total variation of answers appearing in a group of students given a certain task, that leads to a description of the outcome space of the task. It is often possible to recognize a hierarchy of levels within the outcome space referring to the contence of information in the subjects′ statements and its relation to the "best" answer.

12 Main findings:

The most essential concequences of the project is that experiments are performed to study learning in such a way that the results could be used in teaching practice.

13 Bibliographic information

270.

PROJECT DESCRIPTION

Date
1974-09-06

BEST COPY AVAILABLE

1 Project title

An analysis of the teacher role in some teaching situations on university level.

2 ☒ In progress ☐ Completed

3 Institute

Institute of education, University of Göteborg, Mölndalsvägen 36,
S-41263 Göteborg, Sweden

4 Project - and investigation leader

Project leader: Fil.lic. Airo Rovio-Johansson
Scientific leader: Prof. Kjell Härnqvist

271

5 Personnel

Number of researchers Project leader	Others -

6 Time schedule

Starting date Spring 1975	Date of completion (est) 1976

7 Source of finance

Office of the Chancellor of the Swedish Universities, Department of Educational Research and Development, PO Box 16334, S-10326 Stockholm 16
Sweden

8 Keywords

Teacher role + teaching situations

9 Background, aims and problem

The aim of this project is to analyse the teacher role in a number of teaching situations, using the current university organization as a frame of reference. The structure of the teacher role is related to various organizational changes and different teaching and working procedures. The analysis includes an integrated view of the teacher's total occupational situation studied from a social psychological approach.

10 Scope

271A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

An analysis of the teacher role in some teaching situations on university level.

2 ☒ In progress ☐ Completed

3 **Institute**

Institute of education, University of Göteborg, Mölndalsvägen 36,
S-41263 Göteborg, Sweden

4 **Project - and investigation leader**

Project leader: Fil.lic. Airo Rovio-Johansson
Scientific leader: Prof. Kjell Härnqvist

271

5 **Personnel**

Number of researchers	Others
Project leader	-

6 **Time schedule**

Starting date	Date of completion (est)
Spring 1975	1976

7 **Source of finance**

Office of the Chancellor of the Swedish Universities, Department of Educational Research and Development, PO Box 16334, S-10326 Stockholm 16
Sweden

8 **Keywords**

Teacher role + teaching situations

9 **Background, aims and problem**

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10 **Scope**

271A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

12 Main findings

13 Bibliographic information

272.

PROJECT DESCRIPTION
Date
1974-09-06

1 **Project title**

Images of the higher education among employers in the industry

2 ☒ In progress ☐ Completed

3 **Institute**

The Department of Sociology, University of Gothenburg

4 **Project - and investigation leader**

Per Sjöstrand
Ingela Bayramoglu

273

5 **Personnel**

Number of researchers 0.5	Others -

6 **Time schedule**

Starting date 1974	Date of completion (est) 1975

7 **Source of finance**

The Office of the Chancellor of the Swedish Universities

8 **Keywords**

Job competition

9 **Background, aims and problem**

The project constituted earlier a part of the project "Images of the university", which was financed by the Office of the Chancellor of the Swedish Universities in 1972/73.
The purpose with this analysis is to get more knowledge of the images of the higher education among employers in the industry and how these images govern the need and the use of long-educated manpower.

10 **Scope**

The investigation will be based on interviews at about 25 industrial companies.

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Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Images of the higher education among employers in the industry

2 ☒ In progress ☐ Completed

3 Institute

The Department of Sociology, University of Gothenburg

4 Project - and investigation leader

Per Sjöstrand
Ingela Bayramoglu

273

5 Personnel

Number of researchers 0.5	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1975

7 Source of finance

The Office of the Chancellor of the Swedish Universities

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10 Scope

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273A

11 Methods

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12 Main findings

13 Bibliographic information

Bayramoḡlu, I. et al Ett utkast till teori om föreställningar.
Sociologiska institutionen, Göteborgs universitet, 1973.

274.

PROJECT DESCRIPTION
Date
1974-08-14

1 Project title

Optimal allocation of time between education and work

2 ☒ In progress ☐ Completed

3 Institute

The Department of Economics, University of Gothenburg

4 Project - and investigation leader

Bengt-Christer Ysander, University of Stockholm

275

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1969	Date of completion (est) 1975

7 Source of finance

The 1968 Educational Commission, Scholarship

8 Keywords

Life-cycle, recurrent education, optimization

9 Background, aims and problem

Earlier the main doctrine has been that an individual first gets an education and the works.
The aim of this study is to answer the question about how an individual should divide his time between education and work in order to maximize his discounted life income.
The problem is onvestigated under different assumptions about the relationship between education, income and technical progress.

10 Scope

Earlier this project was part of a bigger investigation. Now this project is carried out independently.

2 ☒ In progress ☐ Completed

3 Institute

The Department of Economics, University of Gothenburg

4 Project - and investigation leader

Bengt-Christer Ysander, University of Stockholm

275

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1969	Date of completion (est) 1975

7 Source of finance

The 1968 Educational Commission, Scholarship

8 Keywords

Life-cycle, recurrent education, optimization

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10 Scope

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

The results are examined from empirical research about such factors that are relevant for the study. Such empirical research is for example, how great is the estimated importance of education for future income, how great importance has the technical progress in this context.

On the basis of empirical research a model will be built that makes it possible to examine the simultaneous effects of the relevant factors. After that the importance of other factors will be discussed. Finally the model and its applicability will be discussed.

12 Main findings

The main result is that the time sequence of the optimal allocation between work and education is dependent of many factors. The main factors are the rapidity of the technical progress, the personal qualities of the individual and how the education is financed.

For jobs where the technical progress is very fast it is shown that it is important with much recurrent education. Then it is important that there are possibilities for such activities in those jobs.

For jobs where the technical progress is slow, recurrent education is not so important. This has to be taken into consideration in a work-education system. The personal qualities of the individuals play an important role. If equality in income is to be attained, it would require much more education to those with poor personal qualities than to those with good personal qualities. But this is conflicting with equality of opportunity.

13 Bibliographic information

Köstner, Evert The finance of higher education The Department of Economics, University of Gothenburg, 1971, 83 pp.

Köstner, Evert The long-range problem The Department of Economics, University of Gothenburg, 1972, 31 p.

Both reports are in Swedish.

276.

PROJECT DESCRIPTION

Date Sept. 5, 1974

1 Project title

Education and Labour Market

2 ☒ In progress ☐ Completed

3 Institute

The Departments of Economics at the Universities of Stockholm and Gothenburg

4 Project - and investigation leader

Professor Harald Dickson, Gothenburg
Docent Bengt-Christer Ysander, Stockholm

277

5 Personnel

Number of researchers 2	Others 0

6 Time schedule

Starting date 1974	Date of completion (est) 1976

7 Source of finance

The Office of the Chancellor of the Swedish Universities.120,000 Skr

8 Keywords

9 Background, aims and problem

The aim of the projekt is to clarify, theoretically and empirically, the long run relationships between the educational system and the labour market. The project consists of two studies. The first one, "The market for manpower with higher education and its expansion", aims to a study (1) of the most important determinants of supply in Sweden of manpower with various kinds of higher education and (2) of the long run adjustment mechanisms at the market of such manpower and their role in connection with the present expansion of education in Sweden. The second study, "Allocation and distribution effects of education", aims to a clarification of the ways in which the effects of education on allocation of resources and on distribution of income can be directed by choice of recruiting, dimensioning, and degree of specialization in the system of education.

10 Scope

277A

SO 91-018-2 Maj 1974 G-tryck (f d SO L 229. 4. 1972)

Education and Labour Market

2 ☒ In progress ☐ Completed

3 Institute

The Departments of Economics at the Universities of Stockholm and Gothenburg

4 Project - and investigation leader

Professor Harald Dickson, Gothenburg
Docent Bengt-Christer Ysander, Stockholm

277

5 Personnel

Number of researchers 2	Others 0

6 Time schedule

Starting date 1974	Date of completion (est) 1976

7 Source of finance

The Office of the Chancellor of the Swedish Universities. 120,000 Skr

8 Keywords

9 Background, aims and problem

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10 Scope

277A

SO 91-018-2 Maj 1974 G-tryck (f d SO L 229.4.1972)

11 Methods

Study of sources and literature. Critical analysis of available theoretical models. Construction and testing of hypotheses by means of interviews and statistical analysis.

12 Main findings

13 Bibliographic information

PROJECT DESCRIPTION
Date
1974-09-10

BEST COPY AVAILABLE

1 Project title

The pedagogics of problem solving with an emphasis on statistical problems.

2 ☒ In progress ☐ Completed

3 Institute

The Department of Psychology, University of Gothenburg, Sweden
The Department of Statistics, University of Gothenburg, Sweden

4 Project - and investigation leader

Professor Lennart Sjöberg
Research Associate Henry Montgomery
Lecturer Ingvar Eliasson

279

5 Personnel

Number of researchers 1 and ½	Others ½

6 Time schedule

Starting date Autumn -73	Date of completion (est) Autumn -76

7 Source of finance

Office of the Chancellor of the Swedish Universities

8 Keywords

9 Background, aims and problem

The present project is a result of the need to know how students aquire the problem solving skills which the instruction aims to communicate. The general aim of this project is to investigate the possibility of increasing the students' ability to solve problems of the type which occurs within the subjects Mathematics and Statistics. The project intends to deal with two questions, the first of which is considered a prerequisite to dealing with the second. 1) In what way are the students' knowledge of statistics and their technique in solving statistical problems related to their abilities in solving such problems? 2) In what way can the students' ability to actively utilize their knowledge of statistics be increased?

10 Scope

Analysis of examinationanswers in statistics, think-aloud studies of statistical problem solving behaviour, experiments with individual training in statistical problem solving, experiments with regular instruction about methods in statistical problem solving

SO 92 018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

The pedagogics of problem solving with an emphasis on statistical problems.

2 ☒ In progress ☐ Completed

3 Institute

The Department of Psychology, University of Gothenburg, Sweden
The Department of Statistics, University of Gothenburg, Sweden

4 Project - and investigation leader

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Research Associate Henry Montgomery
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10 Scope

Analysis of examinationanswers in statistics, think-aloud studies of statistical problem solving behaviour, experiments with individual training in statistical problem solving, experiments with regular instruction about methods in statistical problem solving

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SO 91-018-2 Maj 1974 G-tryck (f J SO L 220, 4, 1972)

11 Methods

1. An analysis of students' answers in statistical tests in terms of deficiencies in knowledge and problem solving technique has been carried out. Errors made in the test has been categorized in a codingsystem.
2. Students are asked to think aloud when they are solving statistical problems. With the resulting protocols it is possible to follow the problem-solving process step-by-step. This ought to make it possible to study the difficulties of the student in greater detail.
3. Individual students are trained in solving statistical problems with the help of some general rules for solving statistical problems which have been worked out on the basis of previous experiences in the project. Here the problem is to find a suitable way to formulate the rules and a suitable way of teaching the rules to the students.
4. Experiences gained in the project are put together and one group of students, or more, are taught with the help of these rules. Evaluation of the result is done by looking at the difference in result between the groups taught with the rule- and the groups taught without the rules.

12 Main findings

Answers from 4 tests in statistics from 19 students have been analyzed. The errors were categorized with the help of a coding-system. The most common errors turned out to be: calculating mistakes (26%), wrong method (22%), using wrong values in formula (13%), wrong structure of formula (12%), and misunderstanding of the problem (9%). The correlations between the coding-categories were low. No difference in the distribution of categories between bad and good problemsolvers could be shown, the differences between individuals consisting mainly in the amount of mistakes made.

13 Bibliographic information

Ankarberg, M. & Wikström, T. Problemlösning i statistik. Analys av fel i skrivningssvar. Psykologiska institutionen, Göteborgs universitet. Spring semester 1974. 93 pages.

280.

PROJECT DESCRIPTION

Date 1974-08-28

1 Project title

Study Situation and Vocational Career (The SYK Project)

2 ☒ In progress ☐ Completed

3 Institute

Dept. of Education
School of Education, Linköping
Box 3129, S-580 03 LINKÖPING Sweden

4 Project - and investigation leader

Karl Henrik Eriksson

281

5 Personnel

Number of researchers	Others
One	

6 Time schedule

Starting date	Date of completion (est)
1971	1974

7 Source of finance

National Foundation for Social Science Research

8 Keywords

COUNSELLING, HIGHER EDUCATION

9 Background, aims and problem

Two groups of 100 students each are studied. One (E) consists of students referred to psychological counselling (enlarged educational guidance) because of delayed or no study progess in 1956 to 1959. The other (K) is a random selection of students at the same university, matriculated at the same time as the E group. E group students answered a mailed questionnaire regarding their study and vocational situation in 1961 and 1962. The two groups are followed up with respect to their vocational situation in the first half of 1972.

Comparisons will be made between the counselling group (E) and the control group (K) in terms of certain basic data, interrupted study, examirations, vocational careers, as far as such data are registered. The investigation focuses primarily on students planning a teaching career (the majority belonged to the Faculty of Liberal Arts and Sciences), and on those who have been advised to leave the university or take up a different course of study.

10 Scope

In the E group about 50 variables are recorded, and in the K group about 20. The interrelationship between the variables and the relationship between these and data from previous investigations are studied

A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Study Situation and Vocational Career (The SYK Project)

2 ☒ In progress ☐ Completed

3 Institute

Dept. of Education
School of Education, Linköping
Box 3129, S-580 03 LINKÖPING Sweden

4 Project - and investigation leader

Karl Henrik Eriksson

281

5 Personnel

Number of researchers One	Others

6 Time schedule

Starting date 1971	Date of completion (est) 1974

7 Source of finance

National Foundation for Social Science Research

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

The counselling was given at a psychological institution in co-operation with physician, psychiatrist, and employment service personnel. It was non-directiv, in general accordance with ideas expressed by Carl Rogers. All students went through a personality test battery which was mainly diagnostic. A mailed inquiry concerning study results, career plans, attitudes towards counselling, etc, was administered some years after the counselling.

Data on the further career of the students have been collected during the first half of 1972

12 Main findings

The main findings are expected to answer questions about the careers of students who have, at a certain stage, experienced study difficulties and who have been referred to voluntary counselling.

The material has been interpreted and analysed along two main lines, one quantitative by means of methods of multivariate analysis, factor analysis, step-wise regression analysis and latent profile analysis, one qualitative with an analysis of given psychological reports in hermeneutically influenced models

13 Bibliographic information

ERIKSSON, Karl Henrik, Delinquency and Personality Deviations. Uppsala, 1957

ERIKSSON, K H, STUDY SITUATION AND VOCATIONAL CAREER PART I
A long-time follow-up of two groups of university students, starting from a concrete guidance situation. The SYK Project, Final Report Part I. Dept. of Education, School of Education, Linköping, 1973

(Part II will appear in 1974)

PROJECT DESCRIPTION
Date
23.8 1974

1 Project title

Client related supervision

2 ☒ In progress ☐ Completed

3 Institute

Institute of Education
University of Lund

4 Project - and investigation leader

Project leader: Ingvar Johannesson
Investigation leader: Mona Eriksson

283

5 Personnel

Number of researchers 1	Others 1

6 Time schedule

Starting date 1971	Date of completion (est) 1975

7 Source of finance

Office of the Chancellor of the Swedish Universities

8 Keywords

Supervision, practicum supervision, practicums

9 Background, aims and problem

The purpose of the project is to investigate methods of instruction which could be labeled client-related supervision. In focus are situations which basically involve three persons, namely supervisor, student and client. This kind of instruction is part of the graduate education of psychologists, physicians, dentists, physiotherapists, and social workers. The aim of the project is to collect knowledge and empirical findings from these various disciplines about supervisory situations, to compare the different findings, and, if possible, to indicate common components in them. A further purpose is to formulate some general and specific advice that is applicable in situations with client-related supervision.

10 Scope

Questionnaires to some hundred supervisors in different schools. - An intensive study conducted at one of the departments of the dental school. - Development and try-out of a method for teaching skills in how to relate to the client.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

Client related supervision

2 ☒ In progress ☐ Completed

3 Institute

Institute of Education
University of Lund

4 Project - and investigation leader

Project leader: Ingvar Johannesson
Investigation leader: Mona Eriksson

283

5 Personnel

Number of researchers 1	Others 1

6 Time schedule

Starting date 1971	Date of completion (est) 1975

7 Source of finance

Office of the Chancellor of the Swedish Universities

8 Keywords

Supervision, practicum supervision, practicums

9 Background, aims and problem

The purpose of the project is to investigate methods of instruction which could be labeled client-related supervision. In focus are situations which basically involve three persons, namely supervisor, student and client. This kind of instruction is part of the graduate education of psychologists, physicians, dentists, physiotherapists, and social workers. The aim of the project is to collect knowledge and empirical findings from these various disciplines about supervisory situations, to compare the different findings, and, if possible, to indicate common components in them. A further purpose is to formulate some general and specific advice that is applicable in situations with client-related supervision.

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Questionnaires to some hundred supervisors in different schools. - An intensive study conducted at one of the departments of the dental school. - Development and try-out of a method for teaching skills in how to relate to the client.

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11 Methods

Interviews, questionnaires, direct observations, microcounseling, survey of literature.

12 Main findings

13 Bibliographic information

Artin, Dan: Tandextraktion: en deskriptiv undersökning av ett moment inom tandläkarutbildningen. Report from the Institute of Education, University of Lund, nr 34, 1973 (57 p.).

Artin, Kirsten: Kartläggning av praktiksituationen inom psykologutbildningen. Report from the Institute of Education, University of Lund, nr 41, 1973 (50 p.).

PROJECT DESCRIPTION
Date
1974-08-30

1 Project title

Studies concerning the value of various teaching methods at the university level.

2 ☒ In progress ☐ Completed

3 Institute

Pedagogiska institutionen, Lunds Universitet, Fack, 220 07 Lund 7.
(Institute of Education, University of Lund)

4 Project - and investigation leader 285

Daniel Kallós

5 Personnel

Number of researchers 1,5	Others

6 Time schedule

Starting date 1972	Date of completion (est) 1975

7 Source of finance

Department of Educational Research and Development, Office of the Chancellor of the Swedish Universities.

8 Keywords

University Teaching, Higher Education, Teaching Methods, Theories of Teaching.

9 Background, aims and problem

To establish a theoretical framework for the description of various teaching methods at the university level, and to develop new methods of teaching at that level.

10 Scope

Several hundred students in various subjects and their teachers. Different courses at different faculties and at various levels within the university system.

2 ☒ In progress ☐ Completed

3 Institute

Pedagogiska institutionen, Lunds Universitet, Fack, 220 07 Lund 7.
(Institute of Education, University of Lund)

4 Project - and investigation leader 285

Daniel Kallós

5 Personnel

Number of researchers 1,5	Others

6 Time schedule

Starting date 1972	Date of completion (est) 1975

7 Source of finance

Department of Educational Research and Development, Office of the Chancellor of the Swedish Universities.

8 Keywords

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9 Background, aims and problem

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10 Scope

Several hundred students in various subjects and their teachers. Different courses at different faculties and at various levels within the university system.

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11 Methods

Different sub-studies have used different methods of data-collection. Prominent throughout is the use of direct observation of teaching. Other methods include questionnaires, systematic interviews, achievement tests, diagnostic tests etc.

12 Main findings

13 Bibliographic information

Only titles in English or reports with English summaries are included:

Kallós, D., Paulsen, K. and Stenström, K.: The university teacher in the classroom. An observational study. /In Swedish with a summary in English./ Report from the Institute of Education, University of Lund, no 33, January 1972. Mimeo. 34pp,

Kallós, D.: On Educational Scientific Research. /In English./ Report from the Institute of Education, University of Lund, no 36, March 1973. Mimeo. 82 pp.

Nelsson, O.: Teaching and Mathemagenic Activities: A review of the literature. /In Swedish with a Summary in English./ Report from the Institute of Education, University of Lund, no. 37, June 1973. Mimeo. 61 pp.

Kallós, D.: Some comments on Frame and Control as Educational Concepts. Published in: Reports from the Institute for Educational Research, University of Jyväskylä, Finland, no 213/1873. Mimeo. Pp 65-81.

Kallós, D. and Herslow, M.: Precence, absenteism and independent study at the university level. /In Swedish with a Summary in English./ Report from the Institute of Education, University of Lund, no 44, August 1974. Mimeo. 77 pp.

A comprehensive summary of the project was published by the Office of the Chancellor of the Swedish Universities, Stockholm. D.Kallós: Current Projects: Studies concerning the value of various teaching methods at the university level. Educational Development, no 1973:9.

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12 Main findings

286

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286A

PROJECT DESCRIPTION
Date 4/9 1974

BEST COPY AVAILABLE

1 Project title

Aspects of education and the division of labour

2 ☒ In progress ☐ Completed

3 Institute

Department of sociology
University of Lund

Fack
220 05 LUND 5

4 Project - and investigation leader

287

Bengt Gesser, researchassociate

5 Personnel

Number of researchers Eva Fasth, research assistent	Others non-permanent personal

6 Time schedule

Starting date March 1973	Date of completion (est) Summer 1975

7 Source of finance

Office of the Chancellor of the Swedish Universities

8 Keywords

9 Background, aims and problem

The principal aim of this survey is exploratory, the intention being to elucidate various aspects of the relationship between education and the labour market. In the cource of work on these problems, interest has come to centre on four aspects. The first three of these will be studied above through the medium of literature on the subject. The fourth comprises three subsidiary empirical studies. The report entitled "Upper Secondary Education and Social Stratification" (B.Gesser-E.Fasth, July 1973, published in Swedish only, by UKÄ) can be seen as part of the work in connection with items 1-3, which also started earlier. The following aspects are being considered:

1. An analysis of the concept of division of labour, with a view to finding dimensions of this concept which can be related to the educational system, e.g. in order to keep the question of educational content updated.
2. Efforts to find points of contact between "current" theories of patterns of educational and vocational choice (including public counselling on these problems) and ideas concerning distributive equality - above all equality of opportunity.
3. The question of the possible role of education in enhancing (above all) distributive eqality in Swedish society is also closely realted to aspect 2.
4. Changes in educational distribution and in eqality of opportunity.

10 Scope

A

O 91-018-2 Maj 1974 G-tryck (f.d SO L 229, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of sociology
University of Lund

Fack
220 05 LUND 5

4 Project - and investigation leader 287

Bengt Gesser, researchassociate

5 Personnel

Number of researchers Eva Fasth, research assistent	Others non-permanent personal

6 Time schedule

Starting date March 1973	Date of completion (est) Summer 1975

7 Source of finance

Office of the Chancellor of the Swedish Universities

8 Keywords

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4. Changes in educational distribution and in eqality of opportunity.

10 Scope

A

SO 91-018-2 Maj 1974 G-tryck (f d SO L 229, 4. 1972)

11 Methods

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12 Main findings

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13 Bibliographic information

288.

PROJECT DESCRIPTION
Date
1974-09-23....

1 Project title

Production and productivity in the Swedish university system

2 ☒ In progress ☐ Completed

3 Institute

Economics Department, University of Lund

4 Project - and investigation leader

Professor Ingemar Ståhl	project leader
Studierektor Peter Stenkula	project leader
Studierektor Peter Stenkula	principle investigator

289

5 Personnel

Number of researchers	Others
2	0

6 Time schedule

Starting date	Date of completion (est)
1974	Expected completion 1975

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

University production, factor substitution, university administrating

9 Background, aims and problem

The aim of the project is to empirically estimate a simple production function for the Swedish university's productive output. Productive output is taken to mean undergraduate education, graduate education, basic research, applied research, and other activity undertaken by the university. Particular attention is devoted to examining the way in which different factors of production can be substituted within the production structure. Attention is also devoted to determining to what degree the necessary (marginal) conditions for productive efficiency are satisfied. A natural question in this respect is whether the institutional decision-making structure of the university facilitates or hinders a rational (effective) production planning.

10 Scope

The investigation is a preliminary study which will examine the productivity

91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Production and productivity in the Swedish university system

2 ☒ In progress ☐ Completed

3 Institute

Economics Department, University of Lund

4 Project - and investigation leader

Professor Ingemar Ståhl project leader
Studierektor Peter Stenkula project leader
Studierektor Peter Stenkula principle investigator

289

5 Personnel

Number of researchers 2	Others 0

6 Time schedule

Starting date 1974	Date of completion (est) Expected completion 1975

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

University production, factor substitution, university administrating

9 Background, aims and problem

The aim of the project is to empirically estimate a simple production function for the Swedish university's productive output. Productive output is taken to mean undergraduate education, graduate education, basic research, applied research, and other activity undertaken by the university. Particular attention is devoted to examining the way in which different factors of production can be substituted within the production structure. Attention is also devoted to determining to what degree the necessary (marginal) conditions for productive efficiency are satisfied. A natural question in this respect is whether the institutional decision-making structure of the university facilitates or hinders a rational (effective) production planning.

10 Scope

The investigation is a preliminary study which will examine the productivity of a limited number of departments.

289,4

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

The method to be used is based on traditional economic theory and involves the empirical estimation of the parameters of a production function. Present plans are to obtain data through an intensive investigation of certain, prechosen subjects and possibly of "utbildningslinjer" (= fixed course plans for entire "fil.kand." degrees).

12 Main findings

The significance of the project for future educational planning is based on the fact that it will yield information about production conditions and about the determination of elasticities of substitution among the factors used as inputs in education. It is expected that this will be of importance for planning the future subject matter and organization of an expanded university system. Questions which the study should shed light on are: "to what extent should future education be restricted to a small number of geographical centers?", and "to what extent can lecturing time be replaced with increased student time in the home?", etc. Similar research has been conducted in other countries and literature is available on this area. This type of research, including empirical production function estimations, has not previously been conducted in Sweden. The project will be conducted in close contact with other educational research and the results should together be useful for planning the future educational policy in Sweden. Further, SCB will be kept notified of the results of the study in order to improve the gathering of educational statistics.

13 Bibliographic information

290.

PROJECT DESCRIPTION

Date
1974-09-20

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1 Project title

Expansion of the educational sector in Sweden during the 20th century.

2 ☒ In progress ☐ Completed

3 Institute

The Department of Economic History, University of Lund

4 Project - and investigation leader 291

Professor Lennart Jörberg
Dr. Rolf Ohlsson

5 Personnel

Number of researchers 2	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1977

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

9 Background, aims and problem

The aim of the project is to give a descriptive view of the expansion of the educational sector in Sweden during the 20th century. Economic theories on education will be used in the analysis (human capital approach, filter theory and so on). The aim is also to analyse demand and supply conditions for groups with different kind of education, and how these conditions have changed during the 20th century. Special consideration will be taken to academic groups.

10 Scope

291 A

2 ☒ In progress ☐ Completed

3 Institute

The Department of Economic History, University of Lund

4 Project - and investigation leader 291

Professor Lennart Jörberg
Dr. Rolf Ohlsson

5 Personnel

Number of researchers 2	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1977

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

9 Background, aims and problem

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10 Scope

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

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Statistical analysis of public records.
Theoretical studies

12 Main findings

No information yet available

13 Bibliographic information

No information yet available

292.

PROJECT DESCRIPTION
Date
1974-08-28

1 Project title

The training of researchers in history 1890-1970

BEST COPY AVAILABLE

2 ☒ In progress ☐ Completed

3 Institute

The Department of History, University of Lund

4 Project - and investigation leader

Professor Birgitta Odén

293

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1978

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

9 Background, aims and problem

The content and effects of the training of researchers will be studied using historiogrpahical methods. The cost of such training will be investigated and will be related to a number of graduating researchers - within a business-economics framework.
The content of the training will be studied at different universities, enabling a study to be made of the various factors responsible for change (growth and regression) in the quantity and quality of research (personnel resources teaching hours, financial resources etc.)

10 Scope

It is intended that the report will take the form partly of a historical survey of the training of researchers in history and partly of one or more essays.

2 ☒ In progress ☐ Completed

3 Institute

The Department of History, University of Lund

4 Project - and investigation leader

Professor Birgitta Odén

293

5 Personnel

Number of researchers 1

Others -

6 Time schedule

Starting date 1974

Date of completion (est) 1978

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

9 Background, aims and problem

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

1) Historical method, applied to archive material
2) Socio-scientific method, applied to the statistical records of the administration

12 Main findings

Regarding the applicability of the results, nothing definite can be said as yet, since it is not possible to make generalizations from a preliminary study of this kind.

13 Bibliographic information

Two works which penetrate these problems will be published shortly:

Odén, Birgitta Lauritz Weibull och forskarsamhället (Lauritz Weibull and the Research Society) Biblioteca Historica Lundensis. 1974 or 1975.

Odén, Birgitta Det historisk-kritiska genombrottet - ett paradigmskifte ? (The Historical-Critical Breakthrough - a Change of Paradigm ?) Scandia 1974:2

The following work has been published previously:

Odén, Birgitta Historia som forskningsprocess (History as a Research Process) Scandia 1973:2, pp. 151-158.

PROJECT DESCRIPTION
Date
1974-09-18

BEST COPY AVAILABLE

1 Project title

Internal and external communication concerning higher education

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Stockholm

4 Project - and investigation leader

Project leader: Professor Åke W. Edfeldt
Investigation leader: Kenneth Abrahamsson

5 Personnel

295

Number of researchers 1	Others part-time secretary

6 Time schedule

Starting date October 1970	Date of completion (est) December 1974

7 Source of finance

R&D-unit, Office of the Chancellor of the Swedish Universities

8 Keywords

Adults at university level, information, counselling, recruitment process

9 Background, aims and problem

The aim is to develop and test two-way methods of communication for the contact between universities and adults. Which function and effect is connected with different channels of communication e.g. advertisments, brochures, courses, groups for adults who plan to participate in university studies.

10 Scope

91-018-2 Maj 1974 G-tryck (f d SO L 229. 4. 1972)

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Stockholm

4 Project - and investigation leader

Project leader: Professor Åke W. Edfeldt
Investigation leader: Kenneth Abrahamsson

295

5 Personnel

Number of researchers 1	Others part-time secretary

6 Time schedule

Starting date October 1970	Date of completion (est) December 1974

7 Source of finance

R&D-unit, Office of the Chancellor of the Swedish Universities

8 Keywords

Adults at university level, information, counselling, recruitment process

9 Background, aims and problem

The aim is to develop and test two-way methods of communication for the contact between universities and adults. Which function and effect is connected with different channels of communication e.g. advertisments, brochures, courses, groups for adults who plan to participate in university studies.

10 Scope

295A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Interviews, qustionnaires, observation and conferences.

12 Main findings

Restrictions in the social situation for adults and the social structure in the society defines the range of the effect and functions of the above mentioned communication strategies; the needs of the adult student cannot be satisfied with pure information about education and labour market. It is also necessary to develop forms of counselling, both individual contacts and group contacts, in which the adult can clarify the information need, the expectations etc.

13 Bibliographic information

No reports in English, about 15 in Swedish. A general picture of the field is given in

Abrahamsson, K (1974) Kom igen Svensson ! Om vuxenutbildningens kommunikationsproblem. Studentlitteratur AB, Lund.

PROJECT DESCRIPTION

Date

....

1 Project title

The conditions and administration of research and research education at university

2 ☐ In progress ☒ Completed

3 Institute

The Institute for the study of international problems in education, University of Stockholm

4 Project - and investigation leader

Professor Torsten Husén

5 Personnel

297

Number of researchers 1	Others

6 Time schedule

Starting date 1973	Date of completion (est) 1974

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

9 Background, aims and problem

The purpose of this project is to study research, and above all the decision making and administration connected with research, in the context of the general social system presented by a university. The emphasis is on an analysis of different models of decision making connected with research (e.g. the vertical-bureaucratic model vs. the horizontal-collegial one). Another aim is to study the question of the "connection" between research amd basic education, which has been the focal point ofndiscussions concerning the proposals of the U 68 Commission. The ultimate aim is to propose forms of decision making and administration for research and research education that can provide a foundation for considerations regarding the element of research contact in basic education and the organization of research itself.

10 Scope

297A

91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972) at university

2 ☐ In progress ☒ Completed

3 Institute

The Institute for the study of international problems in education, University of Stockholm

4 Project - and investigation leader

Professor Torsten Husén

5 Personnel

297

Number of researchers 1	Other:

6 Time schedule

Starting date 1973	Date of completion (est) 197

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

9 Background, aims and problem

The purpose of this project is to study research, and above all the decision making and administration connected with research, in the context of the general social system presented by a university. The emphasis is on an analysis of different models of decision making connected with research (e.g. the vertical-bureaucratic model vs. the horizontal-collegial one). Another aim is to study the question of the "connection" between research amd basic education, which has been the focal point ofndiscussions concerning the proposals of the U 68 Commission. The ultimate aim is to propose forms of decision making and administration for research and research education that can provide a foundation for considerations regarding the element of research contact in basic education and the organization of research itself.

10 Scope

297A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

1. Studies of literature on the subject, among other things in order to appraise the analysis of the "academic nuclear system" that has been carried out by Talcott Parsons. Studies of the conditions of research and of factors which stimulate or inhibit creativity within the sector, e.g. those by Ben-David, James March and Baldridge, have also been very useful. The Carnegie Commission on Higher Education has published a number of reports which are relevant to this problem area.
2. In July 1973 and July 1974 the project leader attended two international seminars in Aspen, Colorado, on the subject of higher education. These seminars, which were lead by James A. Perkins, have produced a number of reports, to which the project leader has contributed. One of the main themes themes at the 1974 seminar was that of "autonomy versus accountability", which provided an opportunity of detailed discussions as to the type of autonomy involved and the degree to which it is appropriate to university research.

12 Main findings

A collation of the analyses which were carried out is in the course of preparation, and it is therefore too early to attempt to summarize the findings. It should be said, however, that a wide variety of decision-makingaand administration models are found to be applicable to basic education and research activities at university level.

13 Bibliographic information

Comparative Research on Higher education. In: James A Perkins et al. Higher Education: Crisis and Support. New York: International Council for Educational Development, 1974.

298.

PROJECT DESCRIPTION
Date
12/9 1974...

283

BEST COPY AVAILABLE

1 Project title

Student background and choice of post-secondary education.

2 ☒ In progress ☐ Completed

3 Institute

Institute for the Study of International Problems in Education,
Stockholm University.

4 Project - and investigation leader

Prof. Torsten Husén
Lars Mählck
Ingemar Fägerlind

5 Personnel

299

Number of researchers 1,5	Others -

6 Time schedule

Starting date 1972	Date of completion (est) 1975

7 Source of finance

The Office of the Chancellor of the Swedish Universities.

8 Keywords

Higher education;Recruitement;Follow-up study;Acces to education .

9 Background, aims and problem

The overall aim of the project is to study recruitement to higher education. The intent is to describe the transition from secondary school to post-secondary education and to analyze those factors which are instrumental in these transitions.

The subjects are final year students of the upper secondary school who participated in the IEA-survey (International Association for the Evaluation of Educational Achievement) in 1970 and 1971.

10 Scope

The 1970 group comprises 2300 students , the 1971 3600 students. All samples are nationwide.

299A

2 ☒ In progress ☐ Completed

3 Institute

Institute for the Study of International Problems in Education, Stockholm University.

4 Project - and investigation leader

Prof. Torsten Husén
Lars Mählck
Ingemar Fägerlind

5 Personnel

299

Number of researchers 1,5	Others -

6 Time schedule

Starting date 1972	Date of completion (est) 1975

7 Source of finance

The Office of the Chancellor of the Swedish Universities.

8 Keywords

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10 Scope

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299A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

Information on post-secondary enrollment during 1970-1973 is related to the average marks of students upon leaving gymnasium or upper secondary school, their gymnasium line,social background, educational aspirations and performance on achievement tests (from the IEA-survey). In most analyses sex is dealt with separately. Data on post-secondary enrollment were obtained from the registers of the National central bureau of statistics.

12 Main findings

No final results are available.

13 Bibliographic information

Mählck, Lars : The transition from gymnasium to higher education. Report No 4 from the Institute for the Study of International Problems in Education, Stockholm University. Stockholm;March 1974. 80 pages.

300.

PROJECT DESCRIPTION
Date
1974-08-30

1 Project title

The Career Choice Process
(A substudy of the Örebro project)

BEST COPY AVAILABLE

2 ☒ In progre. ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader

David Magnusson
Anders Dunér
Bo Ekehammar, Fredrik Hjortzberg-Nordlund

301

5 Personnel

Number of researchers	Others
4	Shared with the Örebro project

6 Time schedule

Starting date	Date of completion (est)
1968	1979

7 Source of finance

The National Board of Education, The Office of the Chancellor of the Swedish Universities.

8 Keywords

Longitudinal, educational choice, vocational choice, adjustment

9 Background, aims and problem

During his school years, the growing youth must make several choices of great importance for his future work involvement. The aim is to study mechanisms that guide these choices through all levels of education and vocational training. Several groups are studied using a longitudinal procedure. Special attention is given those groups that continue their theoretical education after the comprehensive school.

10 Scope

a) One cohort of about 1,000 pupils has been followed from grade 6 to grade 9 in the comprehensive school and to grade 3 in the secondary school. This group has also been studied two years after they left the secondary school. b) One cohort of about 1,000 pupils has been followed from grade 3 to grade 9 in the comprehensive school

continued

(A substudy of the Örebro project)

BEST COPY AVAILABLE

2 ☒ In progress ☐ Completed

3 Institute

Department of Psychology, University of Stockholm

4 Project - and investigation leader

David Magnusson
Anders Dunér
Bo Ekehammar, Fredrik Hjortzberg-Nordlund

301

5 Personnel

Number of researchers 4	Others Shared with the Örebro project

6 Time schedule

Starting date 1968	Date of completion (est) 1979

7 Source of finance

The National Board of Education, The Office of the Chancellor of the Swedish Universities.

8 Keywords

Longitudinal, educational choice, vocational choice, adjustment

9 Background, aims and problem

During his school years, the growing youth must make several choices of great importance for his future work involvement. The aim is to study mechanisms that guide these choices through all levels of education and vocational training. Several groups are studied using a longitudinal procedure. Special attention is given those groups that continue their theoretical education after the comprehensive school.

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continued

SO 91-018-2 Maj 1974 G-tryck (f d SO L 229, 4. 1972)

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and to grade 3 in the secondary school. This is the main group of the
project.

11 Methods

The research is founded on a model, which is built on the existing theories in the field. The model consists of two steps. The first is a partially unconsious selection of choice alternatives. The second step is the cognitive process of matching one´s own capacity and needs with the demands and rewards of the remaining alternatives.

Basic data from the Örebro project are used, and special vocational questionnaires have been issued to the pupils and their parents. Attitudes to different types of education and work have been assessed with an instrument of semantic differential type. In the secondary school special intelligence and creativity measures have also been collected.

12 Main findings

302

The pupils´ and their parents´ views on educational and vocational choice problems have been described. The attitudes to the choice problems have been related to social background, intelligence and creativity. The role of self evaluation and school satisfaction in educational and vocational choice have been studied.

The importance of social segregation in the class for attitudes to choice problems has also been analysed.

The internal family relations impact on educational and vocational choice and work habits have been studied.

The pupils in the pilot group have answered a questionnaire dealing with their views on their current education and work. These views have been related to earlier data.

13 Bibliographic information

Dunér, A. Vad skall det bliva? Undersökningar om studie- och yrkesvalsprocessen. Stockholm: Allmänna förlaget, 1972.

Bergman, L.R., Berggren, M., Dunér, A. & Magnusson, D. Ungdomars postgymnasiala studie- och yrkesval. Örebroprojektet, rapport nr 19. Stencil. Stockholm, 1974.

Hjortzberg-Nordlund, F. & Marnell, M. Tonåringars studie- och yrkesval. Utbildningsforskning, SÖ FoU-rapport 12. Stockholm: Utbildningsförlaget, 1974.

302A

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Basic data from the Örebro project are used, and special vocational questionnaires have been issued to the pupils and their parents. Attitudes to different types of education and work have been assessed with an instrument of semantic differential type. In the secondary school special intelligence and creativity measures have also been collected.

12 Main findings

302

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Hjortzberg-Nordlund, F. & Marnell, M. Tonåringars studie- och yrkesval. Utbildningsforskning, SÖ FoU-rapport 12. Stockholm: Utbildningsförlaget, 1974.

302A

PROJECT DESCRIPTION

Date
1974-09-09

BEST COPY AVAILABLE

1 Project title

Goal analysis of post-secondary and other adult education

2 ☒ In progress ☐ Completed

3 Institute

The Department of Sociology, University of Stockholm

4 Project - and investigation leader

Project leader: Bengt Abrahamsson
Investigation leader: Lena Johansson

5 Personnel

303

Number of researchers 1.5	Others -

6 Time schedule

Starting date 1972	Date of completion (est) 1975

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

Adult education, objectives, social functions, theoretical assumptions

9 Background, aims and problem

The aim of the project is to reach a better understanding of which fundamental assumptions about the social functions of education that underlie the rapidly growing interest in adult education. This is to be reached by:

1) An account and an analysis of the reasons for more adult education that have been proposed.
2) An account of fundamental assumptions about education and society held by different sociological theoreticians and in "economics of education".
3) A review of research on study motivation by adults, combined with exploratory interviews.

The three moments are then tied to each other: the "practical assumptions" made in policy statements are related to assumptions in different theoretical schools, and motivations on the individual level are related to reasons on the societal level.

10 Scope

3 3A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Sociology, University of Stockholm

4 Project - and investigation leader

Project leader: Bengt Abrahamsson
Investigation leader: Lena Johansson

303

5 Personnel

Number of researchers 1.5	Others -

6 Time schedule

Starting date 1972	Date of completion (est) 1975

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

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The three moments are then tied to each other: the "practical assumptions" made in policy statements are related to assumptions in different theoretical schools, and motivations on the individual level are related to reasons on the societal level.

10 Scope

303A

11 Methods

Analysis of documents; a small exploratory interview study.

12 Main findings

13 Bibliographic information

Johansson, Lena Varför vuxenutbildning ? Department of Sociology, University of Stockholm, 1974, 45 p, preliminary, mimeo.

For a more thorough description of the project, see Educational Development 1974:2 (can be obtained from UKÄ, P.O. Box 16334, S-103 26 Stockholm 16).

304.

PROJECT DESCRIPTION

Date
1974-08-21

BEST COPY AVAILABLE

1 Project title

Construction of scholastic aptitude tests for selection to higher education

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, Umeå University and Umeå School of Education - Sweden

4 Project - and investigation leader

Professor Sten Henrysson

5 Personnel

305

Number of researchers 5	Others 2

6 Time schedule

Starting date 1972-07-01	Date of completion (est) 1976-06-30

7 Source of finance

The Swedish Board of Education

8 Keywords

Tests, prediction, selection, higher education

9 Background, aims and problem

In 1972 The Swedish Board of Education commisioned the Department of Education, Umeå University and Umeå School of Education - Sweden, to develop a test battery for selection to higher education.

The work with the construction of these tests for selection to higher education is aiming at three parallel batteries to be in practice during 1976.

10 Scope

The test battery is possibly to be used on all applicants to higher education

305A

91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

Construction of scholastic aptitude tests for selection to higher education

2 ☒ In progress ☐ Completed

3 **Institute**

Department of Education, Umeå University and Umeå School of Education - Sweden

4 **Project - and investigation leader**

Professor Sten Henrysson

305

5 **Personnel**

Number of researchers 5	Others 2

6 **Time schedule**

Starting date 1972-07-01	Date of completion (est) 1976-06-30

7 **Source of finance**

The Swedish Board of Education

8 **Keywords**

Tests, prediction, selection, higher education

9 **Background, aims and problem**

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The work with the construction of these tests for selection to higher education is aiming at three parallel batteries to be in practice during 1976.

10 **Scope**

The test battery is possibly to be used on all applicants to higher education

305A

11 Methods

All new items are judged in terms of subject relevance, taxonomical level, intrinsic value and conceivable group differences. The accepted items on those criteria are then tried out and a conventional item-analysis procedure is applied.

12 Main findings

The different try-outs are aimed at developing aptitude tests, proficiency tests and a social science test.

13 Bibliographic information

PROJECT DESCRIPTION
Date
..30.8.1974..

1 Project title

Ways in, out, and through an educational system. "Via Umeå".

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, University of Umeå

4 Project - and investigation leader 307

Inga Elgqvist-Saltzman

5 Personnel

Number of researchers 1	Others 1/2

6 Time schedule

Starting date 1973	Date of completion (est) 1975

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

External evaluation

9 Background, aims and problem

Methodological problems concerning av regional external evaluation of an education are tackled by a pilot study where among other things previously collected data for two samples of students at the University of Umeå are used.

The students' choices and ways within the educational system - and their vocational choices - are interpreted from the point of view of some theories of vocational choice.

10 Scope

C:a 1000 students of University of Umeå

307A

Ö 91-018-2 Maj 1974 G-tryck (f d SO L 223, 4, 1972)

2 ☒ In progress ☐ Completed

3 **Institute**

Department of Education, University of Umeå

4 **Project - and investigation leader** 307

Inga Elgqvist-Saltzman

5 **Personnel**

Number of researchers 1	Others 1/2

6 **Time schedule**

Starting date 1973	Date of completion (est) 1975

7 **Source of finance**

The Office of the Chancellor of the Swedish Universities

8 **Keywords**

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9 **Background, aims and problem**

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10 **Scope**

C:a 1000 students of University of Umeå

3074

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Studies of litterature
Studies of registers
Questionaires
Intervjues

12 Main findings

308

Cn be reported Spring 1975

13 Bibliographic information

Elgqvist-Saltzman, I. Avbrott och genomströmning. En uppföljning av studerande vid filosofisk fakultet i Umeå. Pedagogiska rapporter, Universitetet och Lärarhögskolan i Umeå, 1973, nr 37.

Elgqvist-Saltzman, I. Är avbrott och genomströmning meningsfulla effektivitetsmått för universitetsutbildning? Pedagogisk debatt, Universitetet och Lärarhögskolan i Umeå, 1973, nr 10.

Elgqvist-Saltzman, I., & Lindberg, M.-B. Studieintensitet och studieprestation för recentior -71 vid filosofisk fakultet i Umeå. Pedagogiska rapporter, Universitetet och Lärarhögskolan i Umeå, 1973, nr 39.

12 Main findings

308

Cn be reported Spring 1975

13 Bibliographic information

Elgqvist-Saltzman, I. Avbrott och genomströmning. En uppföljning av studerande vid filosofisk fakultet i Umeå. Pedagogiska rapporter, Universitetet och Lärarhögskolan i Umeå, 1973, nr 37.

Elgqvist-Saltzman, I. Är avbrott och genomströmning meningsfulla effektivitetsmått för universitetsutbildning? Pedagogisk debatt, Universitetet och Lärarhögskolan i Umeå, 1973, nr 10.

Elgqvist-Saltzman, I., & Lindberg, M.-B. Studieintensitet och studieprestation för recentior -71 vid filosofisk fakultet i Umeå. Pedagogiska rapporter, Universitetet och Lärarhögskolan i Umeå, 1973, nr 39.

308A

PROJECT DESCRIPTION

Date
1/9 1974

1 **Project title**

Evaluation of higher education on department level.

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2 ☒ In progress ☐ Completed

3 **Institute**

The Department of Educational Research
Umeå School of Education and the University of Umeå

4 **Project - and investigation leader**

Sten Henrysson
Sigbrit Franke-Wikberg
Martin Johansson

5 **Personnel** 309

Number of researchers 2	Others -

6 **Time schedule**

Starting date 1972	Date of completion (est) 1975

7 **Source of finance**

The Office of the Chancellor of the Swedish Universities

8 **Keywords**

Evaluation, higher education,

9 **Background, aims and problem**

Demands for evaluation of university teaching have been accentuated for several reasons. E.g. the students have been more heterogenous and many new courses have been introduced. The aim of this project is to evaluate courses within three subjects of the university from the view of a certain model with the intentions of both to describe the courses more directly and to try the applied methods out.

10 **Scope**

2 ☒ In progress ☐ Completed

3 **Institute**

The Department of Educational Research
Umeå School of Education and the University of Umeå

4 **Project - and investigation leader**

Sten Henrysson
Sigbrit Franke-Wikberg
Martin Johansson

309

5 **Personnel**

Number of researchers 2	Others -

6 **Time schedule**

Starting date 1972	Date of completion (est) 1975

7 **Source of finance**

The Office of the Chancellor of the Swedish Universities

8 **Keywords**

Evaluation, higher education,

9 **Background, aims and problem**

Demands for evaluation of university teaching have been accentuated for several reasons. E.g. the students have been more heterogenous and many new courses have been introduced. The aim of this project is to evaluate courses within three subjects of the university from the view of a certain model with the intentions of both to describe the courses more directly and to try the applied methods out.

10 **Scope**

309A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Inventories,
interviews,
observations,
tests,
time-estimation schedule.

BEST COPY AVAILABLE

12 Main findings

13 Bibliographic information

Franke-Wikberg, S. och Johansson, M. (1974)
Användning av förkunskapsprov inom filosofisk fakultet.
Pedagogiska rapporter, Umeå, nr 43

Franke-Wikberg, S. och Johansson, M. (1974)
Bedömning av förkunskaper samt granskning av förkunskapsprov
i några universitetsämnen. Pedagogiska rapporter, Umeå, nr 44.

PROJECT DESCRIPTION

Date
1974-08-28

1 Project title

The Development of Educational Research at Educational Departments in Sweden 1948 - 1971.

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, University of Umeå.

4 Project - and investigation leader

Sten Henrysson, Gerd Lindberg, Leif Lindberg.

311

5 Personnel

Number of researchers	Others
1.5	

6 Time schedule

Starting date	Date of completion (est)
1971	1975

7 Source of finance

Swedish Council for Social Science Research.

8 Keywords

9 Background, aims and problem

1948 it was considered that educational research in Sweden was in the beginning of its development while it is considered twenty years later in certain countries that swedish educational research is exemplary. This motivates in itself a study of swedish educational research.

The most important aim of the project is to throw light upon the development of educational research in Sweden setting out from Thomas S. Kuhn's theory of "The Structure of Scientific Revolutions".

One head problem is to establish the research traditions (the research tradition) which has been predominant at respectively department during the period.

10 Scope

The scientific production (dissertations, reports and articles) of Educational Departments at universities and schools of Education in Sweden 1948 - 1971.

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Sweden 1948 - 1971.

2 ☒ In progress ☐ Completed

3 **Institute**

Department of Education, University of Umeå.

4 **Project - and investigation leader**

Sten Henrysson, Gerd Lindberg, Leif Lindberg.

5 **Personnel** 311

Number of researchers	Others
1.5	

6 **Time schedule**

Starting date	Date of completion (est)
1971	1975

7 **Source of finance**

Swedish Council for Social Science Research.

8 **Keywords**

9 **Background, aims and problem**

1948 it was considered that educational research in Sweden was in the beginning of its development while it is considered twenty years later in certain countries that swedish educational research is exemplary. This motivates in itself a study of swedish educational research.

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10 **Scope**

The scientific production (dissertations, reports and articles) of Educational Departments at universities and schools of Education in Sweden 1948 - 1971.

311A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

The scientific production of every department was established and classified into ten domains of problems. After that representatives of respectively department were asked to pick out investigations representative of how it was considered that research should be prosecuted during a certain period and within a certain domain of problems and to pick out litterature which has been exemplary for how to conduct research during a certain period and within a certain domain of problems. The selection of investigation was analyzed with respect to the basis of knowledge made for the investigation, which problem studied with which purpose, used observations and designs and given recommendations with respect to the results of the investigation. The result of this analysis will be summarized with respect to common - not common traits in the patterns which will be shown by the investigations.

12 Main findings

-

13 Bibliographic information

Publishing during 1975.

3/2.

PROJECT DESCRIPTION
Date
1974-09-01

1 Project title

Alternative educational structures in the northern educational region

2 ☒ In progress ☐ Completed

3 Institute

The Department of Geography, University of Umeå

4 Project - and investigation leader

Professor Erik Bylund

5 Personnel

313

Number of researchers 0.5	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1975

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

Geographic location, Higher education, Northern Educational Region

9 Background, aims and problem

The principal aim of the project is to analyse the northern educational region in order to provide basic material for a total assessment of the local, regional and national effects of changes in the regional supply of higher education. All existing forms of higher education will be studied, regardless of institutional structure. The plan is for the analysis to be based on a number of models of educational structures in the northern educational region.

10 Scope

313A

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Geography, University of Umeå

4 Project - and investigation leader

Professor Erik Bylund

5 Personnel

313

Number of researchers 0.5	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1975

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

Geographic location, Higher education, Northern Educational Region

9 Background, aims and problem

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10 Scope

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11 Methods

12 Main findings

13 Bibliographic information

314.

PROJECT DESCRIPTION

Date

1974-09-12

1 Project title

The Admimistration of Education in Northern Sweden (Norrland)

2 ☒ **In progress** ☐ **Completed**

3 Institute

Department of Political Science, University of Umeå, S-901 87 Umeå

4 Project - and investigation leader

Professor Pär-Erik Back, Department of Political Science, University of Umeå

315

5 Personnel

Number of researchers 2	**Others**

6 Time schedule

Starting date 1974	**Date of completion (est)** 1976-77

7 Source of finance

The Office of the Chancellor of the Swedish Universities

8 Keywords

-

9 Background, aims and problem

The aim of the project is to throw light upon the significance of the departments for higher education. The functions of the departments, undergraduate and graduate education and research, will be dealt with as well as different types of structures for the departments. This will make possible an elucidation of the connection between structure and functions. Furthermore, the position of the departments in the decision-making hierarchy will be investigated on a local and regional level, i.e. the relations to higher bodies and the administrative bureaucracy. On the basis of empirical investigations an attempt will be made to analyse alternative conceivable organizational structures within the departments and between the departments and the bureaucracy on a local and regional level.

10 Scope

The project is a case-study of the University of Umeå between 1965-1975 and the development of higher education within the Northern area of Sweden.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 **Institute**

Department of Political Science, University of Umeå, S-901 87 Umeå

4 **Project - and investigation leader**

Professor Pär-Erik Back, Department of Political Science, University of Umeå

315

5 **Personnel**

Number of researchers 2	Others

6 **Time schedule**

Starting date 1974	Date of completion (est) 1976-77

7 **Source of finance**

The Office of the Chancellor of the Swedish Universities

8 **Keywords**

-

9 **Background, aims and problem**

The aim of the project is to throw light upon the significance of the departments for higher education. The functions of the departments, undergraduate and graduate education and research, will be dealt with as well as different types of structures for the departments. This will make possible an elucidation of the connection between structure and functions. Furthermore, the position of the departments in the decision-making hierarchy will be investigated on a local and regional level, i.e. the relations to higher bodies and the administrative bureaucracy. On the basis of empirical investigations an attempt will be made to analyse alternative conceivable organizational structures within the departments and between the departments and the bureaucracy on a local and regional level.

10 **Scope**

The project is a case-study of the University of Umeå between 1965-1975 and the development of higher education within the Northern area of Sweden.

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11 Methods

The project is a political science study, which aims to establish certain actual matters of fact and give proposals for conceivable alternatives. The study will be conducted as a theoretical-empirical investigation involving the elaboration and application of political science concepts, suitable for the analysis of this type of organization. The theoretical instruments and the methods of measurement will be described later.

12 Main findings

13 Bibliographic information

316.

PROJECT DESCRIPTION
Date
1974-09-10

1 Project title

The Role of Mathematics in Higher Technical Education

2 ☒ In progress ☐ Completed

3 Institute

The School of Education, Uppsala

4 Project - and investigation leader

Matts Håstad

317

5 Personnel

Number of researchers 0.5	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1977

7 Source of finance

The Unit for pedagogical development at the Office of the Chancellor of the Swedish Universities. (67 000 kr 1974--1975)

8 Keywords

Mathematics, Teaching objectives, Higher education

9 Background, aims and problem

The mathematics teaching in the gymnasium and the higher technical instituted are in a crises. It is urgent to investigate the role of mathematics as a basis for higher technical education. The objectives for the mathematics teaching ought to be clearly specified and the degree of fulfilment by the present teaching studied.

10 Scope

Ö 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

2 ☒ In progress ☐ Completed

3 Institute

The School of Education, Uppsala

4 Project - and investigation leader

Matts Håstad

317

5 Personnel

Number of researchers 0.5	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1977

7 Source of finance

The Unit for pedagogical development at the Office of the Chancellor of the Swedish Universities. (67 000 kr 1974--1975)

8 Keywords

Mathematics, Teaching objectives, Higher education

9 Background, aims and problem

The mathematics teaching in the gymnasium and the higher technical instituted are in a crises. It is urgent to investigate the role of mathematics as a basis for higher technical education. The objectives for the mathematics teaching ought to be clearly specified and the degree of fulfilment by the present teaching studied.

10 Scope

317A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

An analysis will be done concerning the goals for mathematics teaching and the goals split up into subgoals. The importance of each subgoal for higher technical education is studied using examination papers and textbooks in applied subjects. Interviews and questionaires are arranged with active engineers. The result of the present mathematics teaching is studied using existing tests and examinations at the upper secondary and university level.

12 Main findings

13 Bibliographic information

318.

Miscellaneous studies

PROJECT DESCRIPTION
Date
1974-09-17

1 Project title

Project Media-method

Models for choice of media and method in development of teaching-learning materials

2 ☒ In progress ☐ Completed

3 Institute

Institute for Educational Research, Göteborg University

4 Project - and investigation leader

Sverker Lindblad (from 1974-07-01)

5 Personnel

320

Number of researchers 2,5	Others 0,5

6 Time schedule

Starting date 1971/72	Date of completion (est) 1974/75

7 Source of finance

National Board of Education

8 Keywords

Instructional planning, Teaching-Learning materials, media, method

9 Background, aims and problem

Models for development of teaching-learning materials are dependent on instructional planning. Thus, the central aim is to gain knowledge about instructional planning.

The intention is to construct a model for instructional planning, which is more characterized of cognitive and holistic perspectives, than the usual technological frame of reference from which the project emanes.

The model is to be used within instructional planning and development of teaching-learning materials. A conversion of the model can be used as an analysis-scheme for constructed materials.

10 Scope

5 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

Models for choice of media and method in development of teaching-learning materials

2 ☒ In progress ☐ Completed

3 Institute

Institute for Educational Research, Göteborg University

4 Project - and investigation leader

Sverker Lindblad (from 1974-07-01)

5 Personnel 320

Number of researchers 2,5	Others 0,5

6 Time schedule

Starting date 1971/72	Date of completion (est) 1974/75

7 Source of finance

National Board of Education

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Instructional planning, Teaching-Learning materials, media, method

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10 Scope

320A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

11 Methods

Theoretical construction work, Work with teachers.

12 Main findings

13 Bibliographic information

PROJECT DESCRIPTION

305

Date
1974-09-17

1 Project title

Models for formative and summative evaluation - Project FORSUM

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Gothenburg

4 Project - and investigation leader

Bengt Nordén

322

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1973	Date of completion (est) 1976

7 Source of finance

The National Board of Education

8 Keywords

Evaluation, valuation, innovation

9 Background, aims and problem

The main intention is to construct models for evaluation of educational innovations and reform implementation. These can be in different stages of development, indicating different ways of defining and performing evaluation studies. Another purpose is to develop models for critical analysis of ongoing school systems. In its initial phase the work has been directed towards cognitive and holistic perspectives and theories in order to build up a basic structure of evaluation. From this frame of reference a model for action is constructed. This model serves the following purposes: Gives structure to the evaluation problem, criteria for relevance, gives direction and frames to construction/choice of design and method. The problems concerning instructional planning and educational innovation are also included.

10 Scope

~~322A~~

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4. 1972)

2 ☒ In progress ☐ Completed

3 Institute

The Institute of Education, University of Gothenburg

4 Project - and investigation leader

Bengt Nordén

322

5 Personnel

Number of researchers 1	Others -

6 Time schedule

Starting date 1973	Date of completion (est) 1976

7 Source of finance

The National Board of Education

8 Keywords

Evaluation, valuation, innovation

9 Background, aims and problem

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10 Scope

~~322A~~

11 Methods

Theoretical construction work.
Cooperation with project groups concerned with questions of goals, instructional planning and construction of teaching/learning materials.

Empirical testing of evaluation models.

12 Main findings

13 Bibliographic information

PROJECT DESCRIPTION
Date
1974-08-25

1 Project title

The Discovery Method and the Direction Method in connection with Distributed and varying degrees of Massed Criterion Information

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, University of Linköping

4 Project - and investigation leader

Professor Ingvar Werdelin
B A Ulla M Holm

324

5 Personnel

Number of researchers	Others
1	-

6 Time schedule

Starting date	Date of completion (est)
1973	spring 1975

7 Source of finance

-

8 Keywords

discovery, direction, inductive, deductive, reinforcement, feedback

9 Background, aims and problem

When a rule or a principle is to be taught, either a discovery method or a direction method is often used. Further, the solving of the practice items of the rule usually involves the giving of the corrects answers, or KOR, to the student. This KOR can either be withheld until all the items are worked through, or the correct answer may be given after each and every one of the items. The former arrangement is here named massed criterion information, and the latter one is named distributed criterion information. Intermediate degrees of massed criterion information may be arranged, of course. The present investigation aims at studying the two variables presnetation of principle information and presentation of criterion information. The main problem is:
Which are the learning effects over short time as well as over longer time of firstly, the discovery method versus the direction method, secondly, massed and varying degrees of massed criterion information versus distributed criterion information, and, thirdly the interaction between the two?

10 Scope

The project encompasses a series of three experiments in learningpsychology
A fourth experiment may be brought through during the spring 1975

324A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

and varying degrees of massed criterion information

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, University of Linköping

4 Project - and investigation leader

Professor Ingvar Werdelin
B A Ulla M Holm

5 Personnel

324

Number of researchers	Others
1	-

6 Time schedule

Starting date	Date of completion (est)
1973	spring 1975

7 Source of finance

-

8 Keywords

discovery, direction, inductive, deductive, reinforcement, feedback

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10 Scope

The project encompasses a series of three experiments in learning psychology
A fourth experiment may be brought through during the spring 1975

324A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods:

The investigation is carried through in classrooms experiments. They are formed according to a two-factor model, and hence analysis of variance is chosen as an appropriate method for treatment of data.
As subjects serve800 pupils in the Swedish elementary school distributed over the three experiments.
The learning material is of an artificial type, making all Ss naïve.

12 Main findings:

325

The results so far show a clear tendency to interaction between the two variables principle information and criterion information. The largest learning effect is obtained at conditions direction method in combination with either massed (completely) or distributed criterion information and at condition discovey method in combination with intermediate degrees of massed criterion information.

13 Bibliographic information

Holm, Ulla M: Regel- och discoverymetoden i samband med hopad och fördelad kriterieinformation: En presentation av problemställningar, undersökningsuppläggning och resultat av experiment I. Department of Education, University of Linköping, Linköping, 1973, 10 p.

Holm, Ulla M: The Direction Method and the Discovery Method in connection with Distributed and Varying Degrees of Massed Criterion Information: Experiment II. Department of Education, University of Linköping, Linköping, 1974, In press.

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325

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325A

PROJECT DESCRIPTION
Date
1974-08-24

1 Project title

Factors in the problem solving process

2 ☒ In progress ☐ Completed

3 Institute

Dept. of Education, School of Education, Linköping
Box 3129, S-580 03 LINKÖPING Sweden

4 Project - and investigation leader

Professor Ingvar Werdelin

5 Personnel

326

Number of researchers 1 plus doctoral students	Others (has varied)

6 Time schedule

Starting date 1972 (1967)	Date of completion (est)

7 Source of finance

National Foundation for Social Science Research, till 1973

8 Keywords

PROBLEM SOLVING

9 Background, aims and problem

When the project started in 1967 its aims were said to be to study factors that affect concept formation and concept learning in educational situations. The following and other problems were treated:

(a) Concept formation and concrete materials in educational situations
(b) The effects of the discovery method
(c) Abstract and concrete concepts
(d) The measurement of attitudes
(e) Automatization and changes in factorial structure caused by practice

In the project started in 1972 the main interest was devoted to areas (b) and (e)

10 Scope

326A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229. 4. 1972)

2 ☒ In progress ☐ Completed

3 Institute

Dept. of Education, School of Education, Linköping
Box 3129, S-580 03 LINKÖPING Sweden

4 Project - and investigation leader

Professor Ingvar Werdelin

326

5 Personnel

Number of researchers	Others
1 plus doctoral students	(has varied)

6 Time schedule

Starting date	Date of completion (est)
1972 (1967)	

7 Source of finance

National Foundation for Social Science Research, till 1973

8 Keywords

PROBLEM SOLVING

9 Background, aims and problem

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(d) The measurement of attitudes
(e) Automatization and changes in factorial structure caused by practice

In the project started in 1972 the main interest was devoted to areas (b) and (e)

10 Scope

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11 Methods

The methods have varied depending on the specific area:

With respect to area (a) the method has been quasi experiments in school classes, in areas (b) and (c) several field experiments and a couple of quasi experiments have been carried out in school, and in areas (d) and (e) the method has been to carry out field studies by means of tests and other instruments

12 Main findings

Owing to the size of the project it has not been possible to sum up the results, but the reader is referred to the publications mentioned in the bibliography

13 Bibliographic information

FREDLUND, G & FOLLIN, A (no year of publication given) Concrete and semi-concrete materials used in the teaching of negative numbers in 4th grade. (Konkret och semikonkret undervisningsmateriel vid undervisning av negativa tal i 4:e klass) Lund: Dept. of Education, University of Lund

GELLERSTAM, H (no year) Construction of an objective instrument for the measurement of attitudes towards Mathematics. (Konstruktion och utprövning av ett objektivt instrument för mätning av attityd mot matematik) Lund: Dept. of Education, University of Lund

HAVANDER, V (no year) An experiment to reach complete acquisition by means of the discovery method. (Experiment i syfte att uppnå fullständig inlärning med discoverymetoden) Lund: Dept. of Education, University of Lund

MARTINSSON, A (1971) Two different levels of concretization in the learning of new concepts in Mathematics. (En jämförelse mellan två olika konkretionsgrader vid inlärandet av nya begrepp inom matematiken) Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 133

(continued)

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12 Main findings

327

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WERDELIN, I (1969) Measurement of teacher and pupil attitudes towards methods of instruction, subjects, activities within the school, and the school as an institution. In: INGENKAMP, K (Ed) *Methods for the evaluation of comprehensive schools*. Berlin: Verlag Julius Beltz

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WERDELIN, I & STJERNBERG, G (1971) The relationship between difficulty and factor loadings of some visual-perceptual tests. Scand. J. Psychol., 12, 21-28

WERDELIN, I (Ed.) (1974) Concept formation and Concept learning. School of Education, Linköping

PROJECT DESCRIPTION
Date
1974-09-05

BEST COPY AVAILABLE

1 Project title

ELLIPS - patient information

2 ☒ In progress ☐ Completed

3 Institute

Linköping University
Department of Education
S-581 83 Linköping

4 Project - and investigation leader

Margareta Koch

329

5 Personnel

Number of researchers 1 1/2	Others Producer and part-time secretary

6 Time schedule

Starting date 1972	Date of completion (est) 1974-I, 1974-IIa, 1975-IIb + III

7 Source of finance

The National Board of Health and Welfare

8 Keywords

Patient information, Information Needs, Instructional materials, Evaluation for Diabetes

9 Background, aims and problem

ELLIPS I:
The National Board of Health and Welfare is looking for ways to present information to patients. The following three aspects are evaluated:
a) How the patient is able to make use of different kinds of information.
b) How the medical personnel in question finds it to handle AV-equipment.
c) How the patient receives further information after having been given the elementary information by studying different kinds of educational material.

ELLIPS II:
The aims are to give the patient elementary knowledge about the disease.
a) What are the needs for a chosen group of patients - e.g. diabetics?
b) What is the required information - what media and methods should be used? How can the patient be reached by the information?

ELLIPS III:
Which groups of patients should have priority?

10 Scope

ELLIPS I:
Data collected during 9 weeks from 682 newly delivered mothers from 5 hospitals

ELLIPS II a and b:
Diabetics: juvenile, adult and elderly

ELLIPS - patient information

2 ☒ In progress ☐ Completed

3 Institute

Linköping University
Department of Education
S-581 83 Linköping

4 Project - and investigation leader

Margareta Koch

329

5 Personnel

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6 Time schedule

Starting date 1972	Date of completion (est) 1974-I, 1974-IIa, 1975-IIb + III

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ELLIPS III:
Which groups of patients should have priority?

10 Scope

ELLIPS I: Data collected during 9 weeks from 682 newly delivered mothers from 5 hospitals	ELLIPS II a and b: Diabetics: juvenile, adult and elderly

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

329 A

11 Methods

ELLIPS I:
Questionnaire regarding factors in the material situation, the knowledge and the attitude after having been presented either
a) audiotape with synchronized slides and printed matter
b) videotape and printed matter
c) self-instructional material

Questionnaire + interview - the medical staff's judgements of and attitudes to the different media.

ELLIPS II:
a) Needs analysis - a general method tried out for diabetics. Investigation of the "are" - "ought to" status by collecting and analyzing the existing information material. Studies of investigations and governmental and other decisions regarding diabetics. Interview and questionnaires to diabetics, medical staff, specialists etc. Studies of different hospitals patient information to diabetics.
b) Based on the needs from a) plan, put through and evaluate information situations for different subgroups among diabetics.

ELLIPS III:
Analysis of needs - what criteria should be used to give priority to one disease group in front of an other.

12 Main findings

ELLIPS I:
The three audio-visual materials could give the desired learning but the attitudes to TV and film strip were more positive than to the self-instructional material. The contents and the presentation were judged positively irrespective of the instructional material.
The attitudes of the medical staff were very positive towards the instructional material with AV but this was not the case with the self-instructional printed material although it was easy to distribute. The opinion was that it was difficult to get the patient to work with it. The technical equipment was found easy to handle.
Questions usually asked by patients and now dealt with in the instructional material were not asked during the investigation period, but new questions were asked.

ELLIPS II a:
Report will come in the autumn of 1974.

13 Bibliographic information

Koch, Margareta & Nisses, Anna: Utvärdering av läromedel inom projektet patientinformation. Rapport. LiH - PEK - R - 6. 1974.

330.

PROJECT DESCRIPTION
Date
August 27, 1974

1 Project title

Educational search strategies

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational and Psychological Research, Malmö School of Education

4 Project - and investigation leader

Bernhard Bierschenk
Åke Bjerstedt

331

5 Personnel

Number of researchers 3	Others 1

6 Time schedule

Starting date 1973/74	Date of completion (est) 1975/76

7 Source of finance

National Board of Education, Bureau L3

8 Keywords

Research policy, systems analysis, interview, empirical research, cybernetics, concept formation, documentation

9 Background, aims and problem

The project was initiated (1) in order to study the procedure followed in settling on a particular research task and in analysing problems, (2) due to a feeling that the selection of problems and their development into research projects proceeded on arbitrary grounds and (3) due to a feeling that the efficacy of procedure thus followed varied from year to year. The main spheres of investigation are at the moment (1) a study of the perception, structuring and definition of educational and psychological problems at the Departments of Educational Research in Sweden, (2) a study of strategies for information search and (3) a development of local documentalist service, e.g. the design of a local I&D-system. Work is also in progress on the development of a program for a computer-based content analysis of the interview-material.

10 Scope

Interviewees:	40 researchers
Interview material:	4000 pages of text.

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ 1, 229, 4, 1972)

331a

Educational search strategies

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational and Psychological Research, Malmö School of Education

4 Project - and investigation leader

Bernhard Bierschenk
Åke Bjerstedt

331

5 Personnel

Number of researchers	Others
3	1

6 Time schedule

Starting date	Date of completion (est)
1973/74	1975/76

7 Source of finance

National Board of Education, Bureau L3

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10 Scope

Interviewees: 40 researchers
Interview material: 4000 pages of text.

331A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Interview study, assessment schedule, impressionistic content analysis, computer-based content analysis, analysis of reference-lists of published research reports and statistical analysis: descriptive statistics.

12 Main findings

332

Presentation and motivation of the theoretical frame of reference and choice of research strategies and methods presentation of a theoretical model and application together with empirical data from the initial phase of the research process.

13 Bibliographic information

Bierschenk, B. Educational search strategies. Search for information problem definition, documentation and research planning for school research and development work. (Mimeographed.) Malmö: School of Education, 1973. (a) /In Swedish/

Bierschenk, B. A guide for the reporting of behavioral research. Pedagogisk dokumentation (Malmö: School of Education), Nr 18, 1973. (b) /In Swedish/

Bierschenk, B. Television as a technical aid in education and in educational and psychological research: A bibliographic account and an explorative analysis of computer-based search for literature. Pedagogisk dokumentation (Malmö: School of Education), Nr 19, 1973. (c) /In Swedish/

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Bierschenk, B. A model of an interactive information and documentation system. Pedagogisk dokumentation (Malmö: School of Education), Nr 26, 1974.

Bierschenk, B. The perception, structuring and definition of educational and psychological problems at the Departments of Educational Research in Sweden. (In progress)

Bjerstedt, A. Educational documentation (Pedagogisk orientering och debatt, Nr 42), Lund: Gleerup, 1973. /In Swedish/

12 Main findings

332

Presentation and motivation of the theoretical frame of reference and choice of research strategies and methods presentation of a theoretical model and application together with empirical data from the initial phase of the research process.

13 Bibliographic information

Bierschenk, B. Educational search strategies. Search for information problem definition, documentation and research planning for school research and development work. (Mimeographed.) Malmö: School of Education, 1973. (a) /In Swedish/

Bierschenk, B. A guide for the reporting of behavioral research. *Pedagogisk dokumentation* (Malmö: School of Education), Nr 18, 1973. (b) /In Swedish/

Bierschenk, B. Television as a technical aid in education and in educational and psychological research: A bibliographic account and an explorative analysis of computer-based search for literature. *Pedagogisk dokumentation* (Malmö: School of Education), Nr 19, 1973. (c) /In Swedish/

Bierschenk, B. Computer-based search for literature (Pedagogisk orientering och debatt, Nr 44), Lund: Gleerup 1973. (d) /In Swedish/

Bierschenk, B. A model of an interactive information and documentation system. *Pedagogisk dokumentation* (Malmö: School of Education), Nr 26, 1974.

Bierschenk, B. The perception, structuring and definition of educational and psychological problems at the Departments of Educational Research in Sweden. (In progress)

Bjerstedt, A. Educational documentation (Pedagogisk orientering och debatt, Nr 42), Lund: Gleerup, 1973. /In Swedish/

332A

PROJECT DESCRIPTION
Date
August 29, 1974

1 Project title

A study of consumer training: experimental production of study material

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S -200 45 Malmö 23

4 Project - and investigation leader

Pekka Idman

333

5 Personnel

Number of researchers 3 assistants	Others

6 Time schedule

Starting date	Date of completion (est)

7 Source of finance

Nordic committee for consumer information

8 Keywords

Consumer education, goal analyses, construction of study material, evaluation

9 Background, aims and problem

Main aims:

To investigate by means of analyses of political consumer goals, curricula, teachers, students, parents and existing study material, the prospects for consumer training in grades 4-6 of the comprehensive school in Sweden, Norway, Denmark and Finland,

to construct on the basis of these analyses prototypes for study materials in consumer training by means of learning experiments, successive testings and revisions

10 Scope

Questionnarie study among teachers, students and parents in Sweden, Norway, Denmark and Finland

333A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

2 ☒ In progress ☐ Completed

3 Institute

Department of Educational and Psychological Research
Malmö School of Education, Fack, S -200 45 Malmö 23

4 Project - and investigation leader

Pekka Idman

333

5 Personnel

Number of researchers 3 assistants	Others

6 Time schedule

Starting date	Date of completion (est)

7 Source of finance

Nordic committee for consumer information

8 Keywords

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to construct on the basis of these analyses prototypes for study materials in consumer training by means of learning experiments, successive testings and revisions

10 Scope

Questionnarie study among teachers, students and parents in Sweden, Norway, Denmark and Finland

333A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

11 Methods

Analyses of curricula, political consumer goal documents, literature, international policy documents and study material.
Interviews and conferences with representatives of Nordic consumer organizations and school authorities.
Postal questionnaires among teachers, students and parents in Sweden, Norway, Denmark and Finland, on both goals for consumer training and the consumer behavior of the students
Testing a study material prototype in grades 4-6 in Sweden, Norway, Denmark and Finland by means of, among other things, knovledge and attitude tests, student questionnaires, teacher questionnaires and teacher diaries.

12 Main findings

The data collection for the questionnaire study among teachers, students and parents in the four Nordic countries was carried out during the autumn of 1973 and results have not yet been reported.
The testing of study material is planned to take place during the spring of 1975.

13 Bibliographic information

334.

PROJECT DESCRIPTION
Date
1974-08-19....

1 Project title

Evaluation of Instruction
(Objectives and objectiverelated tests. A theoretical and empirical study.)

2 ☒ **In progress** ☐ **Completed**

3 Institute

Department of Education, University of Umeå and Umeå School of Education

4 Project - and investigation leader

Sven Janson

335

5 Personnel

Number of researchers 1	**Others**

6 Time schedule

Starting date 1971	**Date of completion (est)** 1974

7 Source of finance

National Board of Education

8 Keywords

evaluation, objective, test, validity

9 Background, aims and problem

Evaluation of instruction can be done from its relation to stated objectives. Results on terminal tests, with the content structured in levels of behavior, will be used as criterion. As predictors the following criteria will be used; variables of talent, result on test of previous knowledge, results on different levels of behavior etc. The purpose is to develop models and methods for evaluation of instruction in terms of a system for objectives and descriptions of content. To these are descriptions of behavior and formative (diagnostic) as well as summative tests related. A theory for the construct content validity and a method for calculation of a measure for the construct is developed. The tests will be a guidence for teachers as well as for pupils as for the relations to methods, means, performances and stated objectives.

10 Scope

Studies of shorter parts of instruction in mathematics and social studies in secondary school. About 1 300 pupils and eight schools.

335A

2 ☒ In progress ☐ Completed

3 Institute

Department of Education, University of Umeå and Umeå School of Education

4 Project - and investigation leader

Sven Janson

335

5 Personnel

Number of researchers 1	Others

6 Time schedule

Starting date 1971	Date of completion (est) 1974

7 Source of finance

National Board of Education

8 Keywords

evaluation, objective, test, validity

9 Background, aims and problem

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10 Scope

Studies of shorter parts of instruction in mathematics and social studies in secondary school. About 1 300 pupils and eight schools.

335A

SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Studies of literature. Seminaries with members of the group of reference. Construction of objectives in terms of descriptions of content and behavior and to the objectives related tests. Calculation of content validity, means, results on the different levels of behavior etc.

12 Main findings

The construct "content" have got a more precise definition. A measure for content validity have been used in a practical situation and got a practical use.
The testresults have got a deeper diagnostic and prognostic value when tests - and objectivs - have been structured in behavioral terms. As an example:
The pupils results on items on the different levels of behavior have been related to their results on the whole test and have given informations about where they have their difficulties. The interactions among the levels have also shown that objectiverelated test is a valuable instrument in the process of instruction.

13 Bibliographic information

School Research - newsletter 1972:18
National Board of Education
Bureau L 3
S - 106 42 STOCKHOLM   SWEDEN

PROJECT DESCRIPTION

Date 1/9 1974

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1 Project title

Social and Cultural problems of the Swedish sames (laps).

2 ☒ In progress ☐ Completed

3 Institute

The Department of Educational Research, Umeå School of Education and the University of Umeå.

4 Project - and investigation leader

Sten Henrysson
Henning Johansson

337

5 Personnel

Number of researchers 4	Others -

6 Time schedule

Starting date 1972/73	Date of completion (est) 1974

7 Source of finance

Ministry of Education

8 Keywords

Ethnic Group, Culture, Migration

9 Background, aims and problem

At the request of "Sameutredningen", a commision set up by the Swedish Governmnet, this investigation aims to:

1. Bring forth demographic data concerning the reindeer breading sames.
2. Investigate the migration from the village communities.
3. Study questions of social and cultural nature via interviews.

10 Scope

All of the same village communities are included.

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2 ☒ In progress ☐ Completed

3 **Institute**

The Department of Educational Research, Umeå School of Education and the University of Umeå.

4 **Project - and investigation leader**

Sten Henrysson
Henning Johansson

337

5 **Personnel**

Number of researchers 4	Others -

6 **Time schedule**

Starting date 1972/73	Date of completion (est) 1974

7 **Source of finance**

Ministry of Education

8 **Keywords**

Ethnic Group, Culture, Migration

9 **Background, aims and problem**

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3. Study questions of social and cultural nature via interviews.

10 **Scope**

All of the same village communities are included.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

Demographic data are collected from parish records. The interviews deal with sames engaged in reindeer husbandry as well as sames who are not reindeer breading.

12 Main findings

Collection of data is in progress.

13 Bibliographic information

The results will be published at the beginning of 1975.

338.

PROJECT DESCRIPTION
Date
1974-08-30

1 Project title

Newspaper in the school

2 ☒ In progress ☐ Completed

3 Institute

The Department of Political Science, University of Umeå

4 Project - and investigation leader

Jan-Erik Jacobsson
Olof Johansson

339

5 Personnel

Number of researchers 2	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1976/77

7 Source of finance

The Swedish Newspaper Publishers´ Association
The National Board of Education

8 Keywords

Press, reading, learning process, teaching aids

9 Background, aims and problem

Attempts have been made in different schools to use newspapers in teaching. These attempts have been sponsored by the Swedish Newspapers´ Association and the National Board of Education. This study is a part of the analysis of the role newspapers have in schools.

The study aims at:

1. Effects of newspaper use in the students´ knowledge and attitudes
2. " " " " ability to read
3. " " " " way of learning

10 Scope

The study will be divided into two parts.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229, 4, 1972)

2 ☒ In progress ☐ Completed

3 Institute

The Department of Political Science, University of Umeå

4 Project - and investigation leader

Jan-Erik Jacobsson
Olof Johansson

339

5 Personnel

Number of researchers 2	Others -

6 Time schedule

Starting date 1974	Date of completion (est) 1976/77

7 Source of finance

The Swedish Newspaper Publishers' Association
The National Board of Education

8 Keywords

Press, reading, learning process, teaching aids

9 Background, aims and problem

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3. " " " " way of learning

10 Scope

The study will be divided into two parts.

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SÖ 91-018-2 Maj 1974 G-tryck (f d SÖ L 229.4.1972)

11 Methods

1. Questionnaires
2. Interviews
3. Statistical analysis
4. Complemetary literature studies.

12 Main findings

-

13 Bibliographic information

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Institute	Postal adress
The Department of Educational Research, Gothenburg School of Education	Fack S-431 20 MÖLNDAL
The Department of Educational Research, Linköping School of Education	P.O. Box 3129 S-580 03 LINKÖPING
The Department of Educational and Psychological Research, Malmö School of Education	Fack S-200 45 MALMÖ 23
The Department of Educational Research, Stockholm School of Education	Fack S-100 26 STOCKHOLM 34
The Department of Education, Umeå University and Umeå School of Education	Fack S-901 87 UMEÅ
The Department of Educational Research, Uppsala School of Education	Östra Ågatan 9 S-753 22 UPPSALA
The Institute of Education, University of Gothenburg	Fack S-431 20 MÖLNDAL
The Institute of Education, University of Lund	Fack S-220 07 LUND 7
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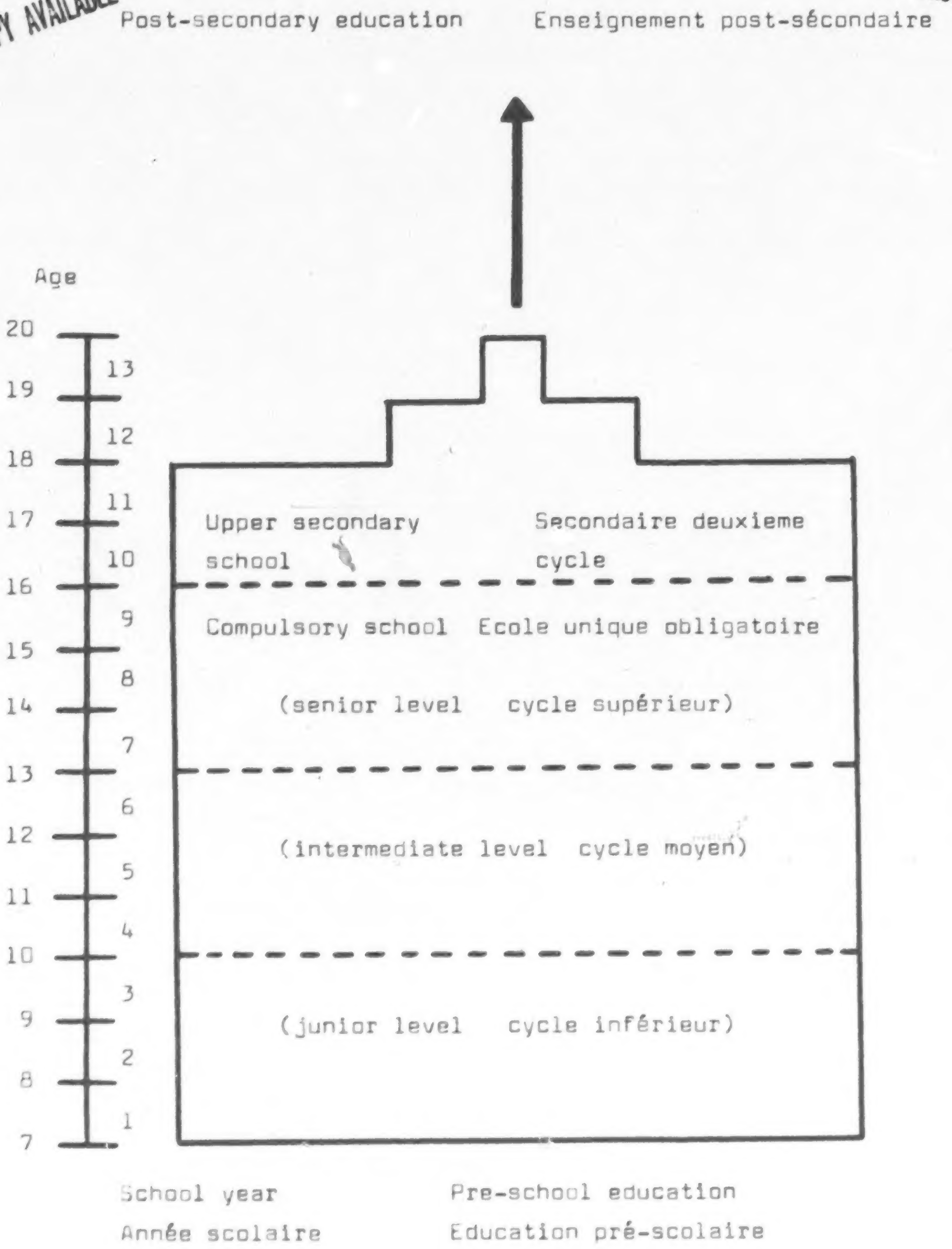
The Institute of Education, University of Uppsala	S:t Olofsgatan 12 S-752 21 UPPSALA
The Pedagogical Centre, Stockholm Local Education Authority	Fack S-104 35 STOCKHOLM 23
The Department of Psychology, University of Stockholm	P.O. Box 6706 S-113 85 STOCKHOLM
The Department of Psychology, University of Gothenburg	P.O. Box 14094 S-400 20 GÖTEBORG 14
The Department of Sociology, University of Gothenburg	Karl Johansgatan 27 S-414 59 GÖTEBORG

The Department of Sociology, University of Lund	Fack S-220 05 LUND 5
The Department of Sociology, University of Stockholm	Fack S-104 05 STOCKHOLM 50
The Department of Sociology, University of Uppsala	Drottninggatan 1 A S-752 20 UPPSALA
The Department of Political Science, University of Umeå	S-901 87 UMEÅ
The Department of Statistics, University of Gothenburg	Viktoriagatan 13 S-411 25 GÖTEBORG
The Department of Economics, University of Gothenburg	Vasagatan 3 S-411 24 GÖTEBORG
The Department of Economics, University of Lund	Allhelgona Kyrkogata 14 S-220 05 LUND 5
The Department of Economics, University of Stockholm	Fack S-104 05 STOCKHOLM 50
The Department of Economic History, University of Lund	Finngatan 16 S-223 62 LUND
The Institute of Ethnogeography, University of Stockholm	P.O. Box [illegible] S-113 86 STOCKHOLM
The Department of Geography, University of Umeå	S-901 87 UMEÅ
The Department of History, University of Lund	Magle Stora Kyrkogata 12 A S-223 50 LUND
The Institute of Lingustics, University of Stockholm	Fack S-104 05 STOCKHOLM 50
The Institute of Linguistics, University of Umeå	S-901 87 UMEÅ

The school system in Sweden Le systeme scolaire en Suède


Post-secondary education
Enseignement post-sécondaire
Age
20
19
18
17
16
15
14
13
12
11
10
9
8
7
13
12
11
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8
7
6
5
4
3
2
1
Upper secondary school
Secondaire deuxieme cycle
Compulsory school
Ecole unique obligatoire
(senior level   cycle supérieur)
(intermediate level   cycle moyen)
(junior level   cycle inférieur)
School year
Année scolaire
Pre-school education
Education pré-scolaire